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ABSTRACT

Prepared as a comparative study among the member states of the European Community (EC), this report assesses economics as a subject of general education. A questionnaire concerning the present state and future development of education in economic awareness was prepared and sent to each member nation. The responses to the questionnaires provided the information that was conveyed in the reports from each of the 12 members states. The national reports from the EC member nations comprise the bulk of this volume. The final section of the document seeks to compare and synthesize the information contained in the national reports. There is a comparison of the range of subjects available in the EC states and a comparison of subject matter and teaching objectives. The information in the report is accurate for 1989. Appendices containing the questionnaire and over 50 references are included. (DB)

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German EURYDICE Unit of the Länder

ED343826

ECONOMICS AS AN AREA OF STUDY IN GENERAL EDUCATION

in the Member States of the European Community

1990

U.S. DEPARTMENT OF EDUCATION
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Published for the Task Force: Human Resources, Education, Training, Youth of the Commission of the European Communities by the European Unit of EURYDICE

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Comparative analysis prepared by Dr. Monika Renz on behalf of the

Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany - National Unit of the Länder in the Education Information Network in the European Community (EURYDICE).

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This comparative analysis deals with the theme of Economics as an area of study in general education in the Member States of the European Community. It was carried out in 1989-90 by the EURYDICE Unit within the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. All the network Units made contributions which were both generous and useful.

The study was subsidized by the Commission of the European Communities which, since 1989, has provided several Units with support for comparative analyses on subjects of common interest.

EURYDICE, which has been operational since 1980, is the education information network in the European Community. In the Council Resolution of December 6 1990, it was defined as "the chief instrument for providing information on national and Community structures, systems and developments in the field of education".

As a result of information exchanges between the Units, an ever increasing stock of assets is being accrued. Such assets open the way for stronger and improved reciprocal awareness of national systems and Community initiatives so that educational cooperation between the Member States of the Community may become easier.

This comparative analysis is an example of the results of such information exchange within EURYDICE. We would like to extend our thanks to all the Units for their cooperation and particularly the German Unit of the Länder for their summary and analysis work which I feel sure will be appreciated by all our readers.

José Antonio FERNANDEZ
Director, European Unit of EURYDICE
February 1991

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PREFACE

Given the importance of education in economic awareness and, more especially, the contribution the educational sector can thus make to preparing the younger generation for the Single European Market, the theme of "Economics as an area of study in general education" was proposed as the focal point of a meeting of high ranking officials from the education authorities of each EC Member State, called on German initiative and under the German EC presidency in Hanover on 15 and 16 June 1988. The discussions revealed that the importance and appreciation of economics as a subject of general education vary from country to country and that little is known about the approach of other EC Member States. It was therefore suggested that an in-depth quantitative and qualitative assessment of basic education in economics be undertaken via EURYDICE, the education information network of the European Community. The German representatives in the EURYDICE steering group then suggested preparing a comparative study on the basis of an inquiry among the national EURYDICE units, which was approved of by the steering group. Financial support came from the Commission of the European Communities.

For the inquiry in the EURYDICE network, a questionnaire (see Appendix 1) was prepared concerning the present state and future development of education in economic awareness. In the autumn of 1988 it was sent to all national EURYDICE units. These, in turn, provided overviews as well as information of all kinds for the national reports (see Appendix 2) by the spring of 1989. Study visits were arranged to two countries where the education systems are currently undergoing major reforms, the United Kingdom and Spain. Meetings with numerous experts provided great insight into the curriculum and the importance of economic topics in these countries. Before the country reports in this study were finalised, the national EURYDICE units were invited to comment on them from a national angle and to suggest amendments.

The initiative to compile the comparative study was taken by the German EURYDICE unit of the *Länder* (i.e. the states of the Federal Republic) in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs. It developed the overall concept of the study in cooperation with the European unit of EURYDICE. Dr. Monika Renz was responsible for

evaluating the informational material, for preparing the country reports and for the introductory and closing chapters in a European perspective. The chapter on the Federal Republic of Germany was prepared by the rapporteur on education for economic awareness of the Standing Conference of the Ministers of Education, Harald Kästner, and validated by the *Länder* Ministries of Education.

Thanks are due to all national EURYDICE units which generously provided informational material both in response to the questionnaire and to follow-up inquiries and which also agreed to examine the respective national reports. The assistance of the heads of unit in England, Mrs. Joanna Le Métais, and Spain, Sr. Angel Riviere Gómez (until 1989) who established the contacts necessary for the study visits as well as of Mrs. Elsa Davies (British Institute of Management) and the Spanish Ministry of Education who arranged the programmes for the study visits is gratefully acknowledged. The interlocutors themselves who contributed most to the success of these visits are too numerous to be cited here. The European unit of the EURYDICE network provided helpful advice in the various phases of the compilation of this survey and arranged for its publication. Thanks go to all EURYDICE staff members who were involved. Finally, financial support from the Commission of the European Communities for the compilation, translation and publication of this survey without which it could not have been carried out is gratefully acknowledged.

We hope that this study is a reliable account of the contents and objectives of education in economics in the context of the individual systems of secondary education in the EC Member States. The aim of this comparative analysis is to inform a wider audience of policymakers and to stimulate further discussion of both the subject area in individual educational systems and the further development of education in economics in a European perspective.

Bonn
December 1990

Dr. Gerdi Jonen

Head of the German EURYDICE unit in the Secretariat
of the Standing Conference of the Ministers of Education
in the Länder of the Federal Republic of Germany

INTRODUCTION

1. The political and educational rationale for an education in economic awareness

The social development of the Western industrialised nations is characterised by the fact that more and more aspects of people's lives are being influenced by economically determined patterns of thought and behaviour. At the same time the structures and processes both in economic life and the world of work are becoming more and more complex and abstract. Thus, whilst economic issues are attaining a fundamental degree of importance for each and every individual, it is also becoming increasingly difficult to comprehend the complex interrelationships involved.

Private households in themselves have become complex economic units with complex links with the economy as a whole. In order to cope with life each individual member of society must be economically competent, i.e. possess the ability to make decisions, develop plans and perform calculations, or to divide up work and coordinate its execution. Consumer behaviour, in particular, also exerts a great influence on the national economy. It is by no means possible to attain the necessary level of competence on the basis of one's own first-hand experience and knowledge passed on within the family.

Occupational structures and the labour market conditions are undergoing changes. Due to the technological transformation which is taking place, new fields of work and different job outlines are emerging which demand different combinations of skills and new forms of training. This increased variety creates a problem for today's younger generation - especially in view of the uncertainty of economic development at present and the unfavourable conditions in some regions - concerning how it should orientate itself, what kind of training should be pursued, and how it can find easy access to a job. In order to be able to cope with problems related to the transition from the school environment to the world of work and to plan a career, it is, on the one hand, necessary to find out about the variety of jobs and the local, regional and national economic structures and, on the other hand, it is also necessary to acquire, through systematic learning, some basic skills - such as communications and interpersonal skills, the ability to act on one's own initiative, a sense of responsibility, or the ability to procure and analyse information, and the ability to develop strategies for solving problems.

Successful integration into working life and success at a later stage in a career depend to a great extent on whether a person in employment has an understanding of the functional inter-relationships within a company. This includes economic aspects

in their narrowest sense, such as the legal form of the company, management strategies, profit and cost analyses, production processes and rationalisation, as well as social aspects such as the division of labour and cooperation, hierarchical structures, working conditions and safety at work, or the conflict of interests between management and work-force. Future employees should understand how decisions are made, why they are made, what the consequences for him/her will be and how he/she can exert influence. Such a clear insight into the reality of the world of work is only possible for young people if they have experienced this reality themselves, in the form of work experience for example. It can be of vital importance for them to gain first-hand experience of an essential part of the reality that is life and the adult world, which would normally not be directly accessible to them.

In addition, a comprehensive understanding of the inter-relationships of life and guidance in deciding on one's own course of action requires that an individual has to be aware of economic and social relationships in society as a whole. In an era in which political decisions, and the process of forming opinions which precedes them, almost always have an economic dimension, and in which the efficiency of a state and the social well-being of its citizens are determined by economic factors, participation in the democratic process is only possible if all citizens are able to understand the conditions and interrelationships of economic life, and relate them to their own circumstances and use them as a guide in deciding on their own daily actions and political behaviour. Consequently, educating individuals to become responsible citizens in a political sense must also involve training them to become responsible citizens in an economic sense. More precisely, this involves the acquisition of an understanding of the economic system of the Western democracies, including the system of moral values to which these countries adhere, as well as an understanding of the basic mechanisms of a free market economy and an understanding of the rights and duties of those who are involved in the economy.

The economic context within which the forces of society, and ultimately every individual, interact is not limited to the area within one's national borders. When the Single European Market is introduced in 1992, economic relations in Europe will assume a whole new dimension. For each individual citizen of the EC, this will open up a much broader field of economic activity, as well as involving new rights and duties. It is obvious that an efficient and responsible contribution to shaping the unified economic and social region now emerging is not possible without a certain amount of suitable preparation. For this reason, the process of educating people to become economically aware citizens who can think European must be assigned a very

high status.

The great importance of the economy for the individual and society makes it appear logical that every citizen of compulsory school age should be equipped with the necessary knowledge and skills pertaining to the world of economics. A basic education in economics should be regarded as an essential part of the development of an individual's personality and cannot be introduced early enough. This has nothing to do with professional specialisation and vocational qualifications, e.g. within the field of business studies or economics, and cannot, therefore, be provided on the basis of specialist vocational courses, irrespective of the fact that the transition from an elementary education to a specialised one is a smooth one. Even though the need for education in economic awareness for all members of society may appear to be quite compelling, it seems that the concept of economic awareness as a central component of general education does not yet enjoy a great deal of public recognition and, in addition, the organisational problems involved have not yet been solved to any degree of satisfaction (defining the scope of the subject or its implementation, the setting of teaching objectives and content, teacher training in this field). However, in a few EC countries some very promising initial steps have been taken and model courses introduced which provide a basic education in economics. This survey aims at assessing, in quantitative and qualitative terms, the status of Economics as a subject of general education.

The endeavours directed at having more attention devoted to economic themes within the framework of general education coincide with the European Community's own initiatives in vocational and general education. They do, however, at the same time, go beyond this point. It is worth reminding the reader at this point of resolutions regarding consumer education[1] and environmental education[2]. It is the concept of economic awareness that places consumer education within a more comprehensive framework. In the case of environmental education, the economic perspective and the scientific and technical points of view which are usually given exclusive consideration complement each other. Furthermore, the resolution on the European dimension in education is worth mentioning here. Incorporating an education in economic awareness into the general education system seems an appropriate way of promoting the objectives of this resolution, namely

- prepare young people to take part in the economic and social development of the Community and in making concrete progress towards European union, as stipulated in the European Single Act,

- make them aware of the advantages which the Community represents, but also of the challenges it involves, in opening up an enlarged economic and social area to them,

- improve their knowledge of the Community and its Member States in their historical, cultural, economic and social aspects and bring home to them the significance of the cooperation of the Member States of the European Community with other countries of Europe and the world[3].

And, finally, the aims of an education in economic awareness accord with the efforts of the European Community to facilitate the transition from school to work[4]. They even complement these efforts and expand upon them by moving the point of focus from the transition itself to the time leading up to this period. It is in this period that the course is set, within the framework of a basic and general education, for a successful transition. Furthermore, the aim of aiding young people to make a successful transition into the working world is viewed as one of the tasks incumbent on a general education system, i.e. to educate the young generation to become responsible and competent citizens in an economic sense.

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1 Resolution of the Council and of the Ministers for Education meeting within the Council of 9 June 1986

2 Resolution of the Council and of the Ministers for Education meeting within the Council of 24 May 1988

3 Resolution of the Council and of the Ministers for Education meeting within the Council of 24 May 1988

4 Resolution of the Council and of the Ministers for Education meeting within the Council of 13 December 1976 concerning measures to be taken to improve the preparation of young people for work and facilitate their transition from education to working life

Resolution of the Council and of the Ministers for Education meeting within the Council of 12 July 1982 concerning measures to be taken to improve the preparation of young people for work and facilitate their transition from education to working life

Conclusions of the Joint Session of the Council (Labour and Social Affairs)/Council and Ministers for Education meeting within the Council of 3 June 1983 on the transition of young people from education to adult and working life

Conclusions of the Council and of the Ministers of Education meeting within the Council of 24 May 1988 on the second European Community action programme (1982-1987) concerning the transition of young people from education to adult and working life

2. Scope of the study

The starting-point of this survey is the situation in the individual member states of the European Community. In view of the differences among the educational systems, in-depth analyses for every country seemed most suitable for providing an unbiased account of the contents and aims of an education in economic awareness. In order to facilitate comparison, the national reports are in general structured along the same pattern. Despite considerable variation from one country to the other an attempt is made in the closing chapter to compare the subjects taught and the teaching contents and objectives in the field of education in economic awareness revealing both similarities and differences. Whilst the national reports follow the perspective of the individual countries and were subject to validation by the education authorities in the EC member states, the comparison and synthesis section reflects the author's point of view.

The study documents the state of education in economic awareness in 1989. This report can, however, in no way claim to provide a complete picture since the informational material received was not broad or systematic enough. One basic problem was that of defining "Economics as a subject area of general education" with reference to a particular education system. In countries where a clear distinction between general and vocational education is the norm, this study concentrates on the former. Where this is not the case, an attempt has been made to exclude all courses and subjects which are clearly aimed at preparing pupils for a vocation and are designed to provide knowledge for use within business. As these definitions are not clear-cut, a vocational Economics subject may be mentioned in the context of one country's comprehensive school system, whereas in the context of another country which has its own vocational school system this same subject may receive no mention at all. The main topic at hand here is education in economic awareness for the 12- to 16-year-old age group, i.e. a broadly based, all-round education in economics for as many pupils as possible. Primary schools are not dealt with in this study. Although the question of how to introduce young children to basic economic problems is of great interest, not enough material was available for this aspect to be covered adequately. Further education - education after the completion of compulsory schooling - is included in this study insofar as it leads to higher education entrance qualifications, even though only a handful of EC nations regard it as being part of their general education system. Details about teacher training are given for the majority of countries. It must, however, be noted in this context that some countries have special educational training for teachers at vocational schools,

which is not dealt with in this study. For this reason it should not be concluded from this study that some countries make no provisions for training teachers of Economics for the vocational school system.

NATIONAL REPORTS

BELGIUM

The status of economic awareness in the Belgian school system

The secondary school system, which is organised on the lines of a comprehensive school system, offers pupils a large number of compulsory option subjects providing both an all-round general education and a vocational education. Concerning the field of economics, there is a particularly wide range of subjects available which vary in terms of their objectives and the number of lessons provided. However, it is a fact that Economics is not one of the obligatory core subjects within the field of general education.

A summary of the secondary school system

In Belgium there are 2 parallel forms of secondary school system which children can attend after completing 6 years at a primary school. In the public sector a system of comprehensive schools has been introduced since 1971 (this is the so-called type I secondary school system), whereas in the private sector, which makes up a considerable proportion of all schools, a system of separate schools has in part been maintained (this is known as the type II system of secondary schools). The older school system encompassed schools providing a general education as preparation for a course of studies at a university, technical schools at which pupils may obtain either professional qualifications or qualifications enabling them to pursue a course of studies within higher education, and vocational schools. The same types of courses are available under the comprehensive school system (type I). In this case, however, the process of deciding on the type of final qualification which is to be obtained involves a series of steps and a change right up to the 10th school year is possible. Beginning with the 1989/90 school year the distinction between type I and type II is to be phased out gradually and a uniform structure of the educational system is to be introduced. The following details and description of the subject of Economics relate to the first type of secondary school system (type I).

Type I schools (comprehensive schools) are divided into 3 stages, each of which is subdivided into 2 classes: the observation stage, orientation stage and commitment stage. Generally, all pupils receive the same lessons at the observation stage (7th

and 8th school year). Nevertheless, so-called B classes (7th school year) and preparatory vocational classes (8th school year) are organised for less able pupils. In addition to this, a small number of optional subjects are offered at this early stage.

The orientation stage (9th and 10th school years) marks the start of a fundamental division of the education system into 2 types of education, i.e. a transition route (*transition/doorstroming* - the transition to higher education) and a qualification route (*qualification/kwalificatie* - the qualification for a career without excluding the possibility of further studies). Two branches prepare pupils for the so-called transition. These are the general education branch and the technical branch; at the same time there are two ways of acquiring a vocational qualification - via the technical branch and via the vocational branch. Both possibilities involve specific combinations of compulsory and optional subjects. Compulsory subjects with a general educational content constitute only a quarter to a third of all studies within the qualification branch, the emphasis being laid on compulsory option subjects specific to the vocation. In contrast to this, compulsory and compulsory option subjects of a general educational nature play a much larger role in the educational branches which prepare pupils for higher education. During the orientation stage pupils may gain their first vocational qualifications as well as the certificate of lower secondary education.

In the commitment stage (11th and 12th school years) during which the transition and qualification routes continue to exist pupils make the final decision about a specific course of study leading to a particular final examination - either vocational qualifications in the vocational and technical branch, or the certificate of upper secondary education (entitling the holder to pursue studies in the tertiary sector other than university) or the university entrance qualification (entitling the holder to pursue university studies). The specialisation which started in the orientation stage with the selection of certain compulsory option courses is continued and intensified in the commitment stage.

Economics in the observation stage

An introduction to economics is made available for the first time as an option in the 7th and 8th school years (in Dutch-speaking areas only in the 8th year). At

this stage optional subjects are of minor importance compared to the core subjects which all pupils must take. The purpose of these optional subjects is to help pupils decide which course of studies they intend to follow in the future, but they are by no means decisive as regards future studies. Instruction in economics at this level is of a general and basic nature (in the preparatory vocational classes in the 8th school year the Economics lessons are, however, taught in relation to specific vocations). The following examples regarding the aims and the content of the syllabuses in the French speaking sector will demonstrate this point. According to the syllabus, Economics lessons in the **7th school year** should not only provide factual knowledge, but should also stimulate the pupils' level of interest in economic matters, and broaden their understanding of entrepreneurial activity. The following themes are to be dealt with:

- young people and the family
- young people and money
- young people and banks
- young people and business concerns (in the context of any visits made to business concerns)

Another component involves the principles of accounting. In the case of Economics and Social Studies (*Option Socio-Economique*) in the **8th school year**, the following aims are stated in the curriculum:

- future citizens should have a knowledge of economic and social problems and have an awareness of their significance
- pupils should be aware of their civic and social duties
- pupils should be encouraged to take an interest in economic and social problems and this interest should be developed
- pupils should have an introduction to the approaches and methods of social scientists and economists
- it should be established whether pupils possess any talent for pursuing future studies in Economics or the Social Sciences

The following list of subjects is recommended; at least 3 of them must be tackled by the teacher in detail. The syllabus is currently under revision and new topics will be introduced.

- social groups
- people's needs
- the production of goods and the supply of services
- types of income
- sale of products, circulation of money, consumption
- agricultural enterprises
- industrial concerns
- social security

- participation in the state and business
- organisation of work
- services in the public sector
- the role of women
- the media
- education and further education
- environmental problems
- urbanisation
- leisure time

In conclusion, it may be said that - and the same may be said of the subject in Dutch-speaking areas - the teaching of Economics does attach great importance to the social dimension of any economic phenomena. It is not designed to be specialist in nature, but is supposed to further civic education and to arouse a healthy interest in the concrete social reality.

Economics in the orientation stage

The 9th year marks the start of a divergence of two types of education: one which leads to vocational qualifications (*qualification/kwalifikatie*) with both a vocational and a technical branch, and one, the "transition type" (*transition/doorstroming*), which enables pupils to continue to higher education and which contains technical and general educational branches. Some of the courses leading to vocational qualifications, especially in the commercial area, contain a wide range of economics-related subjects. Since these lessons have a highly theoretical and vocational content they will not be dealt with in any further detail here.

The transition course of education makes it possible to deal with economic subject matter in different ways. The highest possible degree of specialisation may be achieved by choosing a whole group of subjects in this area (*option groupée/bijzondere optie*). This choice of subjects corresponds to the **technical branch** of the transition route. In doing so, pupils also acquire a knowledge which, if necessary, will enable them to enter the world of work. Take for example the commerce option in the Dutch-speaking education system. In the 9th and 10th years a total of 17 weekly lessons are utilised for business studies, book-keeping, accounting, office organisation, sales and marketing as well as business management and organisation (as a comparison, the option which leads to vocational qualifications entails a total of 26 weekly lessons).

Economics may also be chosen as a compulsory option subject within the framework of the general education branch. Here it is possible to choose whether an in-depth, more time-consuming treatment of the subject (French: *option de base*, Dutch: *algemene optie*) or a less in-depth and a less time-consuming treatment (French: *option complémentaire*, Dutch: *complementaire activiteit*) is desired.

In order to illustrate the content of the subject in the general education branch, an abridged version of the syllabus of the Dutch general education system is given below:

9th year (2 weekly lessons)
basic concepts
the family: sources of income and use thereof
enterprises: sectors of the economy, forms of enterprise, buying and selling, forms of payment, credit

10th year (4 weekly lessons)
book-keeping
markets and prices
the role of the State in the economy
international trade

Hence, the subject encompasses both elements of economics and business studies. It aims both at providing a basic education in civics and at providing a knowledge of commerce which can be of relevance to certain jobs. The same applies to the Economics option in the French-speaking system, where a total of 8 weekly lessons are given in both school years. As well as topics relating to economics and business management, a knowledge of legal matters matters is also provided in this option.

Economics in the commitment stage

In the **11th and 12th school years** there is not only the possibility of concentrating on economics-orientated subjects in the vocational courses, which are not dealt with here in any detail, but the courses leading to higher education also offer this possibility. In the French-speaking education system for example there are 3 possible options: a subject encompassing 2 weekly lessons and which does not go into great depth (*option complémentaire*), a subject entailing 4 weekly lessons (*option de base simple*) covering economics and business studies as well as le-

gal matters, and a group of subjects comprising 9 weekly lessons (*option groupée*), which also includes practical components. The option involving 4 weekly lessons deals, for example, with the following themes:

- finance (money and the capital market)
- accounting
- business management (structures of enterprises, entrepreneurial strategies)
- general economic theory (markets, factors of production, money, economic growth, international relations)
- labour law
- tax law

In the Dutch-speaking education system, a "general" (i.e. non-vocational) option comprising 7 weekly lessons is available, encompassing the subsidiary subjects General Economics, Business Management, Law and Economic Geography. It is possible to study the subject in question in less detail by selecting one of the optional courses (*complementaire activiteiten*), such as Economics or Management (2 lessons a week). As an example of course content the topics to be dealt with in the General Economics course within the general option are listed below:

- economic circulation
- consumer behaviour
- producer behaviour
- money and credit
- market and price
- money and the capital market
- the market for factors of production
- national income
- economic trends and growth
- international economic relations
- economic systems and economic policies

Teaching methods, teaching aids and materials

Generally speaking, the syllabuses contain didactic recommendations. As regards the teaching of lower forms it is recommended that the starting point should be the pupil's own experiences. Audio-visual aids, visits to industry, offices or exhibitions are regarded as being constructive elements. The following teaching methods are suggested: group work, empirical surveys and opinion polls, debates, and the compilation of dossiers. In the higher forms, pupils should be informed about economic methods and be able to apply them to different data.

Initial and in-service teacher training

Those intending to teach the first three forms of a secondary school are trained in teacher training colleges. They study a group of subjects, one of which can be Economics. The training covers a period of 3 years and includes both pedagogic subjects and teaching experience. Those aiming to teach the last three upper forms must attend a specialist course (e.g. Economics) at university for 4 or 5 years. Parallel to this, the last 1 - 2 years are spent preparing for an examination on pedagogic subjects which must be passed in order to enter the teaching profession.

Various possibilities exist with regard to in-service training of teachers. Great importance is attached to the need for teachers in the technical and vocational branches to keep up with the developments in the world of work. For this purpose practical work experience in enterprises is available.

DENMARK

The status of economic awareness in the Danish school system

The approach adopted towards economic matters in the under-sixteen age group emphasises the task of preparing the pupils for their role as an active citizen and for both a career and family life. In contrast to this, a technical treatment of the subject or attempts to firmly establish this subject area in syllabuses or to award grades for achievement are accorded far less importance. At upper secondary level, where pupils are prepared for higher educational studies, compulsory option subjects are offered which, in various forms, concentrate on the field of economics.

A summary of the secondary school system

From the age of seven Danish children attend municipal schools (*folkeskole*) for at least nine years. These schools are similar to a comprehensive school in character, they are, however, not divided into primary and secondary school branches as is usual in other countries. There is also the option of voluntarily completing a ten-year school education. The range of subjects available at the *folkeskole* encompasses compulsory subjects which are either obligatory nation-wide or prescribed by the schools or local authorities and also optional subjects. In general, the Ministry of Education is responsible for determining the basic structure of the school system whilst decisions concerning the subjects to be offered, the content of lessons and didactic approach are taken at a local level.

After attendance of *folkeskole* it is possible to pursue a course of vocational training (in full-time education or as a combination of part-time instruction in vocational schools and on-the-job training in a company), or on the other hand to take courses that provide access to higher education. For this, there are two alternative routes: the *gymnasium*, which is attended for three years (after the 9th or 10th form), and the two-year courses for the so-called Higher Preparatory Examination for those who have completed their 10th school year (many of them are mature students).

The *gymnasium* is designed to provide a balanced general education with academic aspirations. Two basic directions are offered: a mathematical and a linguistic line. A further differentiation in branches has recently been replaced by a flexible structure at upper secondary level. In the new structure pupils must commit themselves to certain core subjects stipulated for both directions. In addition, from the second form they take compulsory option subjects which are taught for one or two years. A distinction is made between medium-level and higher-level courses. In contrast to the *folkeskole*, the *gymnasium* is subject to standardised curricula.

Economics at the *folkeskole*

Economics as a subject in its own right is not available at the *folkeskole*. However, matters related to economics are given due consideration in **Social Studies** (*samtidsorientering*), a compulsory subject in the 8th, 9th and 10th years (i.e. taught at least one lesson a week, but normally in fact three lessons a week). Lessons in this subject do not aim at providing a technical background, but are based on matters of current importance and the pupil's own environment. The overriding objective is always to educate pupils to become active citizens. Detailed syllabuses do not exist, the composition of lessons is decided upon locally. Grades are not awarded nor is there a final examination.

Economic issues may also be dealt with in **Home Economics**, a compulsory subject in some schools. One of the pedagogic aims here is to ensure that pupils are responsible consumers. The emphasis is on practical themes, such as managing the house-keeping money, getting value for money, selective shopping.

Last but not least, a knowledge of economics is also provided within the framework of the educational and vocational guidance which is obligatory for pupils in the 7th to 9th years, and within the framework of the optional subject **Vocational Studies**. The subject Vocational Studies includes visits to or work experience in industry and commerce. The lessons deal with the following themes: buying and selling, operating and personnel costs, administration, investments and profits.

Economics at the *gymnasium*

The range of subjects offered at a *gymnasium* encompasses a number of core subjects for all pupils, a number of other core subjects specific to the linguistic or mathematical divisions as well as a larger number of compulsory option subjects which are available to all pupils. Economics-related topics are present to a varying degree in these subjects.

The subject of History, which is compulsory for all pupils, includes a 15 to 20 lesson teaching unit on the theme of the "Economy and Economic Policy in Denmark". The aim of this unit is to provide pupils with basic knowledge of the economic cycle and major economic policies. It is intended that they should receive an insight into economic relationships in order to be able to judge economically based arguments.

There are two subjects amongst the compulsory option subjects which are related in some way to economics: **Social Science** (*samfundsfag*) and **Business Studies**. The former is offered at two levels: a medium-level course lasting one year involving 4 lessons per week culminating in an oral examination and a higher-level course lasting two years involving 5 lessons per week culminating in an oral examination and a written examination. About 20 % of pupils at a *gymnasium* select the in-depth course and about 25 % choose the medium-level course. The subject of Business Studies is offered for only one year at a medium level (with an oral examination). It is chosen by about 15 % of the pupils.

The medium-level course in the subject of Social Science deals with some economic matters, in particular where these are relevant to the conditons under which individuals live, e.g. relationships between technical developments, career structures and styles of life, or the role of the State in the distribution of income.

The higher-level course in the subject of Social Science comprises about 40 % economic topics, the rest consisting of matters relating to sociology and politics. The following economic topics are covered within this course:

- the labour market and development trends in the world of work (e.g. the role of the social partners and the State, the demand for labour, the structure of companies, changes in technology)
- economic relations, economic policy and economic theories (e.g. the interaction between the private and State sectors, financial, monetary, income and structural policies)

- the position of Denmark in an international context (foreign trade policy, international cooperation)

Lessons include a detailed study of a company, of an institution, of a sector of the economy or of a particular technical development.

The following topic areas form the focal point of studies within the subject of Business Studies:

- enterprise structures (e.g. business concepts and strategies, social, technical and administrative aspects, decision making processes)
- accounting and bookkeeping
- the enterprise in a broader economic framework (e.g. structural development, its relations with the State and organisations within society, international trade)

Teaching methods, teaching aids and materials

What is lacking in suitable text books is made up for by using unconventional teaching aids. It is not unusual to focus on current affairs using for instance press reports. Features such as visits by pupils to companies or visits to schools by speakers from industry and commerce are often included in these courses. As a rule, discussions on a relevant theme conducted by pupils themselves are preferred to teacher-oriented lessons.

Teacher training

All candidates pursuing studies at teacher training colleges with a view to teaching in the *folkeskole* must acquire a basic knowledge in the area of Social Studies. Besides this, they may select this as one of their two main subjects.

Employment as upper secondary school teacher requires passing the *kandidateksamen* (the Master's major-minor degree) within the range of subjects taught in the upper secondary school or another final examination at a higher education institution which has been approved as corresponding to the above-mentioned. Normally upper secondary school teachers have two subjects. In addition to their theoretical

university training, they must undergo a pedagogical training, the *paedogogikum*, before being permanently employed in the upper secondary school.

FEDERAL REPUBLIC OF GERMANY

The status of economic awareness in the German school system

A basic knowledge of economics is an essential component of the general education received in the German school system. Providing such a knowledge is regarded as being one of the tasks of general education schools, especially secondary schools, and, as such, forms a compulsory part of each pupil's education - although there are variations concerning the extent and depth of the knowledge obtained in this field. In terms of the aims and purposes of lessons in economic awareness, great importance is attached to practical aspects and to first-hand encounters with the world of work and the economy.

A summary of the secondary school system

According to the Basic Law of the Federal Republic of Germany, the entire school system is under the supervision of the State. It is the *Länder* (federal states) which are responsible for the planning and administration of the school system. The following information constitutes a description of what is in fact the common basis of the secondary education system - a common basis which exists in spite of the differences within the education system in the Federal Republic of Germany, which varies from *Land* to *Land* due to the federal constitution[1]).

The aim in the various courses of study available in compulsory secondary education (up to year 9 or 10) is to build upon the basic general education acquired at primary school and provide a well-defined education in a given range of subjects. This is to be achieved by means of greater subject specialisation, expansion of subject knowledge and a differentiation in terms of levels of knowledge. Education can be concluded with a leaving certificate of the *Hauptschule* or *Realschule* or the certificate required for transferring to the senior level of a *Gymnasium*. The aim of senior secondary education is to build upon the general education thus

[1]) This survey does not cover the *Länder* on the territory of the former German Democratic Republic which have been part of the Federal Republic of Germany since autumn 1990 only.

far acquired in terms of providing either a course of general studies or a specialist education, and to either enable pupils to gain the qualifications required for higher education (*Fachhochschule* entrance certificate or university entrance certificate) or to begin a specialised course of vocational training and finish this with qualifications in a vocation which has been officially recognised for training purposes.

The structure of secondary education at the level of the *Länder* takes all these principles and objectives into account by providing for a system involving a differentiation of types of school or variation within these different types of school. Once all pupils have attended primary school (1st to 4th years; 1st to 6th years in Berlin), and in some cases an orientation stage comprising the 5th and 6th school years, they proceed to general secondary education schools:

- *Hauptschule* (secondary school extending from the 5th or 7th to the 9th or 10th school years)
- *Realschule* (middle-level secondary school from the 5th or 7th year to the 10th year)
- *Gymnasium* (grammar school attended from the 5th or 7th year to the 13th year)
- *Gesamtschule* (comprehensive school attended from the 5th or 7th year to the 10th or 13th year)

The *Hauptschule* is compulsory for all pupils who do not attend a *Realschule*, a *Gymnasium* or *Gesamtschule*. Pupils attend this type of school until the end of the 9th year, with the exceptions of North Rhine-Westphalia, Bremen and Berlin (they have a 10th year). It grants pupils access to:

- in-company vocational training in a craft or trade, in industry and commerce or administration combined with the compulsory attendance of a *Berufsschule* (a part-time vocational school)
- *Berufsfachschulen* (full-time vocational schools)

If certain additional requirements are fulfilled, or in conjunction with vocational qualifications, a certificate of secondary education acquired at a *Hauptschule* (*Hauptschulabschluß*) can, after the 10th school year, correspond to the certificate of Realschule education (*Realschulabschluß*).

The *Realschule* is attended for a period of 6 or 4 years and encompasses the 5th or 7th to the 10th forms. A certificate of secondary education obtained at a *Realschule* (*Realschulabschluß*) grants pupils access to:

- in-company vocational training in a craft or trade, in industry and commerce or administration combined with the compulsory attendance of a *Berufsschule* (a part-time vocational school)
- schools in senior secondary education (*Berufsfachschule*, *Fachoberschule* - a senior level continuation of *Realschule* education, *Fachgymnasium* - a specialist grammar school, or a *Gymnasium*)

The education at a *Gymnasium* (grammar school) encompasses all school years from the 5th (or 7th) year to the 13th year and covers the whole period of secondary education. Successful attendance of the 10th form is synonymous with acquiring a *Realschulabschluß*. A grammar school education leads via attendance of the senior level of the *Gymnasium* (11th to 13th years) and the *Abitur* examination to the attainment of the general university entrance certificate. This qualification entitles the holder to pursue any course of studies at any of the institutions in the Federal Republic of Germany which possess university status, including those in West Berlin.

Gesamtschulen (comprehensive schools) incorporate all the possible forms of education available in the Federal Republic of Germany within one institution, i.e. *Hauptschulen*, *Realschulen* and *Gymnasien*. An education at a comprehensive school results in the same qualifications as in the other secondary schools.

Secondary education not only includes schools providing a general education, but it also includes those schools which are vocationally orientated. Subsequent to the period of time stipulated for compulsory full-time education (normally 9 years; 10 years in Berlin, Bremen and North Rhine-Westphalia), if a young person does not continue his/her education at one of the general education schools (*Realschule*, *Gymnasium*, *Gesamtschule*) he/she must attend one of the various vocational secondary schools - at least on a part-time basis and in addition to any vocational training or work for a minimum period of 3 years. Vocational training may be carried out in 2 ways: either via the dual system whereby employment and attendance at a *Berufsschule* (part-time vocational school) go hand in hand, or by attending a full-time vocational school, e.g. a *Berufsfachschule*, which provides the pupil with the knowledge required to meet the demands of a broader range of vocations. Within the vocational school system there are the following types of school (some *Länder* have their own special variants of these): *Berufsschulen*, *Berufsfachschulen*, *Berufsaufbauschulen* (vocational extension schools), *Fachoberschulen* (a senior level continuation of *Realschule*), *Fachschulen* (advanced vocational schools), *berufliche Gymnasien/Fachgymnasien* (vocational grammar schools/specialist gram-

mar schools), *Berufskollegs* and *Berufsakademien* (vocational academies, some of which are part of the higher education sector). The subject area of economics is strongly represented in these schools. But since the lessons in Economics are in this case aimed at specific vocational qualifications and were not conceived as part of the pupils' general education, these types of school will not be dealt with in any further detail here.

In this context, it is also worth mentioning other special types of school - in which the emphasis is placed on Economics - which lead to qualifications of the general secondary education system; at the level of compulsory secondary education in Bavaria there are *Wirtschaftsschulen* (Schools of Economics leading to an equivalent of the *Realschulabschluß*) and in senior secondary education there are *Wirtschaftsgymnasien* (Grammar Schools of Economics) or specialist grammar schools with the emphasis on Economics (leading to the general university entrance certificate).

Economics in compulsory secondary education

The Ministers of Education and Cultural Affairs of the *Länder* are all agreed that an understanding and knowledge of, as well as the acquisition of skills in technical and economic and socio-political fields are essential components of a citizen's basic education.

The specific aims within the subject area of Economics, which are obligatory components of school education nationwide until compulsory education is completed, include an understanding of, and basic knowledge in the following:

- basic facts relating to budgeting and the fundamental realities of the business world
- the structure and organisation of a business enterprise including the system of representation of workers
- both specific aspects and those concerning the economy as a whole of the interrelationship between work, employment and consumption including regional economic structures
- economic, social and ecological aspects of technological change, including information and communication technology
- aspects of social and economic policy insofar as they are of relevance to the individual and society as a whole

The general acceptance of economic understanding as one of the subject areas of general education schools also relates to thematic issues concerning the economic conditions governing production and production processes and the supply of goods and services, the business cycle in the various sectors of the economy, the origins, distribution and use of income with respect to basic rights and duties of management and labour, and the role of business within the context of domestic and foreign trade.

Depending on the way the subject area has been organised in the individual *Länder* and on the definitions applied to the constituent subjects in the various types of school and courses of studies, Economics is taught in one of the following ways: as a subject in its own right, as a subsidiary on other courses or as a component of a subject or as a cross-curricular theme. The ultimate aim of any lessons involving the teaching of Economics is to prepare the pupils for the demands of the world of work and the business world. A general aim is to endow the pupils with the abilities to take effective actions and decisions when confronted with important situations in the world of work and business world. The main emphasis and integral aims therefore include helping pupils in their choice of career, encouraging them to be critical consumers (concerning which the *Länder* are agreed that consumer education forms an integral part of economic awareness), to be conscious of their rights and duties as a working member of society (as employees and in a self-employed capacity), as a citizen of the state and a member of the economic community.

The following list of framework topics, which are provided for in the subject "Introduction to the World of Work" (*Arbeitslehre*) at *Hauptschulen* in a specific *Land* within the subject area of "Work, the Economy and Technology", is given below in order to illustrate the composition of teaching material and to show how the topics are spread over the school years:

7th school year

- work and vocations
- budgeting and income
- types of job in different fields of the economy

8th and 9th school year

- career orientation
- the business enterprise as a place of work
- the role of the consumer within the economy
- choosing and planning a career
- the business enterprise as an economic unit
- the representation of employees within business enterprises

- unemployment and systems of social security
- the different groups involved in the economy

The following list of main topics is given in order to provide an example of how another *Land* has dealt with the subject matter and to show the spread of topics over the school years. It relates to the subject Economics as it is taught as a component of the subject area "Technology and Economics/Introduction to the World of Work" at *Hauptschulen*:

9th school year:

Main subject areas:

- Work and training
- The representation of employees within the business enterprise
- The State and the Economy 1 (basic programme)

Focal points:

- Work and training
  - place of work
  - vocational training
  - conflicts of interests
- The State and the Economy
  - structural problems of regional and national economies
  - aims of economic policy

10th school year:

Main subject areas:

- The business enterprise
- The State and the Economy 2 (extended programme)

Focal points:

- The business enterprise
  - employees in a business enterprise
  - production and the business enterprise
  - organisation within a business enterprise
  - conflicts within a business enterprise (payment, notice, working conditions)
  - structures for resolving conflicts at work
- The State and the Economy 2 (extended programme)
  - employment policies (the job market, unemployment - its causes and consequences, measures taken to combat unemployment)
  - energy policies
  - the free-market economy and centrally planned economies
  - the economic systems of the Federal Republic of Germany and the German Democratic Republic (a comparative study of the 2 systems, an examination of systems of ownership based on the example of agriculture, performance and competition, prices, the role and task of trade unions, functional problems of free-market economies/centrally planned economies).

Because of the differences of approach between the *Länder* regarding the subject

material to be included and the compulsory elements of courses, it is not possible to give a synopsis of the amount of time dedicated to the subject area of Economics. Due to a policy of regularly updating the syllabuses it is possible to adjust the curriculum of the subject area of Economics to new requirements. There is a great deal of interest in a stabilisation of this subject area.

An account of the range of practical activities is given on page 30.

Economics in general education schools of the senior secondary level

In each of the *Länder*, establishments of senior secondary education which are attended with the aim of acquiring the general university entrance certificate offer courses and lessons in the field of economics. In accordance with the uniform structure of education agreed upon by the *Länder* for the upper forms of *Gymnasien*, these subjects may be chosen to fulfill the timetable requirements for the subject area of Social Sciences. It is either possible to expand upon the general education in basic-level courses of 2-3 lessons, or to conduct more in-depth studies (in main-subject courses of 5 - 6 lessons); the knowledge and skills thus acquired may then be included for examination in the *Abitur* examinations.

In keeping with the nature of lessons in the senior level of *Gymnasien* - as a form of preparation for a scientific approach to studies - the academic disciplines of Economics and Business Studies serve as an important background. The subjects in the various *Länder* involve different combinations and options from Economics, Business Studies, Accounting, and economic components drawn from the subjects of Law, Social Studies/Politics, Geography (Economic Geography) and History.

The basic general aims involved in the teaching of Economics are:

- to analyse the economy as a vital area of society in terms of its necessity, its historical development, the way in which it is inexorably linked with other areas - e.g. the environment - and its creative power
- to understand economic theories as explanations of reality and the possibilities and limits of these and to check the empirical content of such theories

- to investigate the economic reality as it manifests itself in private and public budgets, individual businesses and in the interrelationships within the economy as a whole with the aim of establishing the laws which govern it, the basic principles, regulatory structures and theories
- to understand the economic reality, not only from a monocausal point of view, but also in terms of a phenomenon which is interrelated to others, from a functionalist perspective, in terms of processes, as something subject to change and ideologies and the influence of interest groups
- to present an accurate picture of the role of decision-makers within the business world and the conflicting aims they must often confront
- to provide key qualifications e.g. the ability to assess situations and make decisions, targetted planning, working accurately, the ability to communicate and to think logically
- to provide pupils with the abilities necessary for coming to terms with the demands of the world of work and a variety of real-life situations

Courses in the field of Economics as an independent subject, which have been made possible by the *Länder* and which, due to the uniform examination standards, are recognised nationwide, include both general studies in Economics and Economics studies related to specific subject areas.

General studies in Economics consist of lessons in Economics in the narrow sense as well as in Business Studies and Accounting, and in Bavaria also include Law. The number of component subjects depends on the demands of each individual Land's examinations and is different for basic-level courses and main-subject courses. The teaching aims and subjects for examination are as follows:

In the area of Economics:

- economic and political aims and the conflict of aims, instruments of economic policy
- economic circulation, national accounts
- market, prices, competition and policy on competition
- economic systems
- money theory and monetary policy
- finance theory and fiscal policy
- distribution of income and wealth, policy on distribution of income and wealth
- foreign trade theory and foreign trade policy, currency policy, economic relations within Europe
- economic trends and policies for controlling economic trends
- growth and structural policy, the environment

In the area of Business Studies:

- legal forms of business organisation
- planning, organisation and control
- purchasing and warehousing
- production and costs
- marketing/sales
- investment
- financing
- personnel

In the area of Accounting:

- the annual statement of account and assessment thereof
- analysis sheets and ratio assessment
- budget accounting
- marginal costing
- controlling, budgeting
- the planning process

Subject-related studies of Economics, in option streams such as Nutrition and Home Economics, Agriculture or Engineering at specialist or vocational grammar schools, can be divided up into the subject areas of Economics, Business Studies and Accounting. The topics which are dealt with are determined by the respective option stream. It is intended that the skills and knowledge acquired through these courses not only endow pupils with a general ability to pursue studies in higher education, but that they also acquire the basic skills of a specific vocational field as the basis for further training or employment in commerce and administration or within a relevant sector of the economy.

Matters related to economics are not only studied within the framework of Economics as a separate subject, they are also taught as a major component of other autonomous subjects, which in this way represent an important element in the process of acquiring a general as well as a more specialised education in the field of economics. Amongst these subjects, in which economics is a prevalent theme or a subsidiary subject in its own right, are Geography and Social Studies/Politics. **Geography** courses in all *Länder* include economic geography. Irrespective of the status of economic geography as a subsidiary subject within Geography, economics represents a central component of Geography courses. The importance of economics within the subject area of Geography is shown by the presence of economics-related topics amongst the key concepts or themes. These play a role in all Geography courses irrespective of the level of the class and include subjects such as the sectors of the economy, economic planning, structural changes in agriculture and industry, economic areas, economic systems, economic structures, conflicting aims of the economy and ecology, and the interdependence of economic exploitation and overall social responsibility.

It is intended by dealing with regional geographical structures, and using areas drawn from all over the world as examples, to show how radically these are affected by commercial activities.

Pupils studying the subject **Social Studies/Politics** for the *Abitur* examination and who wish to obtain the general university entrance qualification must have acquired a knowledge of at least 3 out of 4 subject areas. These are "Economics", "Society", "Political Systems and the Political Process" and "International Politics". In the subject area of economics, the aim is to develop the student's ability to understand and evaluate matters relating to the economy and economic policies, objectives and conflicting aims of economic activity as well as the methods employed and the scope of the activities themselves. This ability should not be confined to a national context, but also be applied to the world economy. With regard to the *Abitur* examination, at least one of the following areas must be included if the examination involves the subject area of "Economics": structural policy, policy on economic trends, policy on the distribution of wealth and income, environmental policy as well as work and vocations in times of economic and technical change.

In addition to this, the field of economics is included within the spectrum of possible course content in the subjects of Law and History. However, as economics does not constitute with regard to these subjects, or several other subjects, a major part of the course in terms of the methods and teaching material used it is not considered appropriate at this point to provide any detailed examples with reference to these subjects.

An account of the range of practical activities is given on page 30.

Teaching methods, teaching aids and materials

A practical bias of the lessons and actual experience of the business world and the world of work are considered to be of particular importance if an education in economic awareness is to succeed. Hence, projects, case studies, educational games, investigations of actual companies and work experience play an essential role in Economics lessons.

In accordance with the status of economic awareness in the syllabuses and the guidelines issued by the *Länder*, a considerable amount of space in the materials which are supplied by educational publishing companies is devoted to economics-related issues. The situation has been influenced by increased competition in the market for educational books, which has in general led to an improvement and further development of such material. With the introduction of the single European market, there is now an added dimension to this competition and a challenge as regards content.

In this context it is worth mentioning the audio-visual material produced in this field by the *Institut für Film und Bild in Wissenschaft und Unterricht - FWU* (the Institute for Film and Pictures in Science and School), an establishment in the Federal Republic of Germany maintained by the *Länder*. The relevant publications of the *Bundeszentrale für politische Bildung* (the Federal Centre for Political Education), especially those relating to economic themes in the "Information on political education" series, are also worthy of note.

Cooperation with partners outside the school environment

Without expert assistance from people in the business world a school cannot completely fulfil the basic task of preparing pupils for their future roles in the economy and the world of work; schools are, if the results of work in this field are not to be left to pure chance, dependent on institutionalised cooperation with competent partners.

Since the 1970s the tasks relating to careers orientation including guidance on school careers have been performed on a cooperative basis by school and career guidance services on the basis of national agreements and agreements specific to partic-

ular *Länder* which exist between the school authorities and the employment authorities. Career guidance services provide schools with teaching and visual aids for this purpose. In accordance with the agreements in this field, school and career guidance services also cooperate on other activities of career orientation. This applies especially to investigations of vocations undertaken by pupils and work experience designed to assist pupils in their choice of career.

Since as early as the 1960s there has been an institutional basis for contacts between schools and business enterprises in the form of the joint committees formed by schools and business. These are supported by employer associations and receive support at a national level from the *Bundesvereinigung deutscher Arbeitgeber* (German Federation of Employers). These contacts have been maintained between school and business with the aim of providing pupils with practical work experience within companies in conjunction with project-related lessons on business and vocational matters. These opportunities are not only available to pupils at *Hauptschulen* and *Realschulen* but increasingly also to pupils of *Gymnasien*. In addition to this, the committees serve the purpose of achieving a greater degree of understanding regarding matters of mutual interest. This is achieved by events and projects organised for pupils and teachers by the committees themselves, but often involving the pedagogic institutes of the *Länder*.

As well as the local and regional joint committees of school and business enterprises there are also joint committees of schools and trade unions. Primarily, they serve the purpose of representing workers' interests. A focal point of the work of these committees is the support given during work experience and company investigation schemes and the involvement of works councils and committees and staff councils in this process.

Initial and in-service teacher training

The subject of Economics (*Wirtschaftslehre*) is one of the fields of study, in accordance with the principles agreed upon for the State examinations relating to employment as a teacher at *Gymnasien*, which may be chosen as an examination subject for a teaching career at *Gymnasien*. The requirements and regulations pertaining to this subject are laid down in the respective "framework regulations for state examinations concerning employment as a teacher at *Gymnasien*".

Study subjects which lead to the acquisition of a specific relevant teaching qualification in the field are available in Bavaria (Economics), Hamburg (Social Sciences with the main emphasis on Economics), Lower Saxony (Economics) and Schleswig-Holstein (History or Geography in conjunction with Economics/Politics). In the remaining *Länder* proof of the relevant knowledge and ability for teaching this subject is attained on achievement of the teaching qualification in the subject areas of Political Science and Social Studies.

In all of the *Länder*, it is possible to gain teaching qualifications relating to Economics for posts at *Hauptschulen* and *Realschulen* or at the level of compulsory secondary education. They vary only in terms of the designation of the subject and the prescribed subject matter, or the distinction made between different subject areas (i.e. whether the subject is more oriented towards the social sciences or in terms of economics combined with elements of engineering or domestic science).

At present an increasing number of *Länder* are stipulating that practical work experience form a compulsory part of the course of studies.

In the course of the preparatory phase (teaching experience following the first State examination, which is concluded by a 2nd examination which represents the prerequisite for employment in the State schools) a great deal of attention is paid to ensure that the knowledge gained may be utilised within the actual context of work in schools and that experience of various teaching methods may be gained.

In-service training courses for teachers with economics-related qualifications is a focal point of the annual programmes of the institutes involved in the further training of teachers. Examples are given below of courses and seminars taken from the in-service training programme of one particular *Land*:

topics related to the subject of Economics/Politics
- consumers in the free market economy
- the effects of new technology in production and administration
- the entrepreneurial planning game "Marketing Information Game (MIG)"
- focal points of the subject Economics/Politics in *Realschulen*
- work experience for teachers

topics related to the field of Economic Geography
- agricultural geography
- energy policy in a period of structural change
- the economics of tourism

topics relating to economic issues in *Gymnasien*

- the economic system in Germany
- the entrepreneurial planning game "Marketing Information Game (MIG)"
- the economic and socio-political aspects relating to new technology in production and administration
- the world economy and world trade
- the *Gymnasium* and economics
- work experience for teachers

Many of these courses include questions relating to teaching methods and the implementation of work experience schemes involving industry and business.

GREECE

The status of economic awareness in the Greek school system

As a discipline of its own the subject area of economics plays a role in certain branches of the *lykion* (upper secondary school) and in the vocational schools. No concept has as yet been developed to include economic awareness as a part of general education.

A summary of the secondary school system

Primary school is attended for a period of six years. All pupils then proceed to lower secondary school - known as a *ginnasio* - for a further three years at which stage compulsory education comes to an end. On completion of this level, pupils may attend one of the following types of school: a general *lykion*, a technical *lykion*, a comprehensive *lykion* accommodating the two types of school under one roof, or a vocational school. A general *lykion* is attended for a period of three years and prepares the pupil for higher education. Within this system, four separate option streams exist in the final year which are orientated towards different areas of study. A technical *lykion* is attended for three years and leads to vocational qualifications. However, by attending a course conveying a more general education in the third form, it is possible to acquire a university entrance qualification. And finally, the vocational schools offer pupils the opportunity of receiving training for a specific trade or vocation, mostly over a period of two years.

Economics in the general education system

Economics is not taught as a subject at the compulsory lower secondary school (*ginnasio*). In the general *lykion*, instruction in this subject is available in the final year (12th year) of the 4th option stream (oriented towards the social sciences). The subject Economics is taught in four lessons per week and comprises the following topics:

- aims of studies in economics; basic concepts
- the role of the State in the economy
- individuals' needs and the demand for goods
- the organisation of companies
- production, its cost, and the supply of its products
- the fixing of prices on the market: competition, monopoly, oligopoly
- the price of production factors
- the national product
- consumption, savings, investment
- fixing of wages and employment
- banking system and money
- economic fluctuations and inflation
- the public sector
- international economic relations
- capitalist production
- the meaning and measurement of "value"
- surplus value and profit
- economic crises
- imperialism
- socialist economies
- the Greek economy

Furthermore, Economics is taught in the first form (10th school year) of the technical *lykion* and in other types of *lykion* which are similar to comprehensive schools. Like other technical subjects, it is introductory and orientational in nature. In the 2nd form vocational specialisation begins. In the case of careers in the fields of business and administration, subjects related to commercial activity are now compulsory. Due to the highly vocational nature of these lessons they will not be dealt with at any length here.

Teacher Training

Generally speaking, the staff involved in the teaching of Economics have completed a course of studies in Economics; a number of teachers have also been retrained specifically for this subject.

SPAIN

The status of economic awareness in the Spanish school system

The reorganisation of the Spanish education system and the forthcoming curricula demonstrate that economic awareness is in the process of becoming a constituent component of general education. It is intended in the future to include it within the framework of compulsory education in the field of social science courses and technology courses. It is also planned that the new upper secondary level will provide an opportunity for students to specialize in the field of economics and business studies and that this field will be granted a status similar to other main subject areas they may choose.

A summary of the secondary school system

The present school system, which is based on the stipulations of the 1970 Education Law, is now undergoing a process of change. It is mainly the courses provided for pupils between the ages of twelve to eighteen that are being restructured and reorganised. The aim is to ensure everybody receives better educational opportunities by extending compulsory education by two years and by modernizing teaching methods and subject matter and to facilitate the transition from education to working life by developing suitable components within the general education curriculum and by improving the status of vocational training.

The system currently in operation which came into existence in 1970 consists basically of two components: the eight-year basic education for children between the ages of six to fourteen (*Educación General Básica* - EGB) and the so-called "intermediate courses" (*Enseñanzas Medias*). These comprise, on the one hand, the three-year-long *Bachillerato Unificado y Polivalente* (B.U.P.) and a one-year preparatory course for university entrance which follows this (*Curso de Orientación Universitaria* - C.O.U.) and, on the other hand, a two-tier system of courses leading to vocational qualifications (*Formación Profesional*). On completion of basic education (EGB) it is possible to obtain the *Graduado Escolar* certificate entitling the holder to proceed to the *Bachillerato*. If a pupil cannot be awarded this certificate he receives a leaving certificate at the age of 16

which gives access to vocational training (level 1).

The *Bachillerato* serves a dual purpose; it is supposed - along with the preparatory course for university entrance - to prepare pupils for higher education, but also to assist in orientating them towards a vocation and to serve as the basis for vocational training at the upper level of the system (level 2). The range of subjects includes common compulsory subjects, two groups of compulsory option subjects (Humanities and the Sciences) in the final class (11th year) as well as a two-hour technical-vocational course in the 10th and 11th forms. The preparatory course for university entrance (= 12th year), which expands upon the *Bachillerato*, is a unit in its own right. Four options exist within this course: Science/Technology, Biological Sciences, Social Sciences, Humanities/Languages. Pupils are continuously assessed throughout these four school years. Although the successful completion of both the *Bachillerato* and the preparatory course for university entrance is considered to be a prerequisite for admission to higher education, whether a pupil is given a place or not is actually decided on the basis of an entrance examination.

Vocational training, which is continually expanding and which has recently been the subject of a great deal of interest, is available at two levels. The junior level (level 1) starts after eight years of basic education and lasts for 2 years culminating in a *Técnico Auxiliar* certificate. The senior level (level 2) includes courses lasting for two or three years which may be embarked upon on completion of the *Bachillerato* or the junior level and which eventually culminate in a *Técnico Especialista* certificate.

Since 1983 various experiments have been in process in schools which are aimed at testing a restructured form of the "intermediate courses". These entail combining the 9th and 10th years (which in future will form part of the compulsory education system) and also the 11th and 12th years which constitute the new *Bachillerato*. New branches were introduced here such as "Administration and Business Management" or "Technical-Industrial and Artistic Design". One aim of this restructuring is to avoid premature vocational specialization, on the other hand it is intended to reduce the academic bias of the *Bachillerato* by adding vocationally oriented subject matter. These experiments in the schools proved positive in every sense. In 1987 the Minister for Education therefore submitted the first draft of a reform of the education system. After a comprehensive public debate on the matter, the reform proposals were put into concrete terms and presented to the public in the form of a

Government white paper in 1989. This will probably become law in 1990. The reform should then be introduced into the schools, stage by stage, from 1991 onwards.

The reform provides for an increase in the length of compulsory education by extending it to ten years. In future it will consist of a primary education (*Educación Primaria*) of six years in duration and a secondary education (*Educación Secundaria Obligatoria*) of four years duration. The secondary school is conceived as being a comprehensive school which will provide an education orientating towards the *Bachillerato* and, where appropriate, higher education as well as a basis for vocational education and training. This is to be made possible by offering a range of relevant optional courses, in particular in the last two school years. Whilst secondary education is to be granted separate status as a unit itself and separated from primary education, the *Bachillerato* is being shortened to two years at senior level including the former preparatory course for university entrance. There are to be four different branches (Arts, Humanities and Social Sciences, Natural and Biological Sciences and Technology). Within these, it is intended that the principle of a general university entrance qualification be retained. As far as vocational training is concerned, it is presumed that elements of basic vocational training are already provided in general education schools. The courses which provide vocational qualifications which expand upon this basic knowledge are, therefore, called level 2 and level 3. What is new is that this type of education will now be organized in the form of modules, that practical work experience in business enterprises is to be introduced and that level 3 courses are based on the *Bachillerato* as entrance qualification.

Economics in the present secondary school system

Economics as a subject area in its own right does not exist within general education schools. Economics-related topics are dealt with within the social science subjects.

In the basic general education system (*Educación General Básica*), the subject area of Social Studies (*ciencias sociales*) forms the framework for economics-related topics. Three weekly lessons are given in this subject area in the third to fifth forms, and in the sixth to eighth forms there are two and a half lessons a week. This subject area is subject to continuous assessment. Although the main com-

ponents are History, Geography and Civics, matters relating to Economics, Sociology, Anthropology or Art may, however, be discussed here, too. The ultimate aim of these lessons is to develop specific attitudes within the pupils (tolerance, active participation in civic affairs) and to stimulate their general intellectual capabilities. Economics-related issues which might arise in the sixth to eighth years are:

- forces and groups in society including the economy (business enterprises, trade unions and professional associations)
- the involvement of the individual in political and economic life
- job and leisure in today's society
- current social and economic trends in Spain
- European unity and Spain's position in the EC

A social science subject is taught in each of the three *Bachillerato* classes, each varying in terms of its economic content:

9th year: the history of civilization and art (4 weekly lessons)
10th year: human geography and economic geography (3 weekly lessons)
11th year: the history of Spain and Hispanic nations and constitutional law (4 weekly lessons)

These represent one compulsory subject for all pupils and are subject to continuous assessment. The Geography lessons in the 10th year are of special interest here since they devote much time to economic issues. Amongst other things, the objective of this subject is to show how people's economic behaviour reshapes the natural environment. Examples of themes treated in this subject are:

- types of landscape and agriculture
- the bases, types and consequences of industrialisation
- trade and transport
- urbanisation
- regional differences and mutual dependence
- capitalist and socialist economic systems
- the developing countries
- international relations; the European Common Market

In the 11th year, the Spanish economy is treated in the context of a comprehensive historical and geographical outline (the sectors of the economy, economic trends, regional differences).

In the last two forms of the *Bachillerato*, technical-vocational lessons are intended to orientate the pupils in terms of a vocation - these involve compulsory option courses such as Home Economics or Electronics. However, the aim of these les-

sons is to discover vocational inclinations as well as encourage the development of practical skills and not to develop economic awareness.

In the preparatory course for university entrance, the only relevent course is History which may only be taken by pupils in the Social Sciences or Humanities and Languages branches. Economics-related issues are only tackled from a historical perspective.

Economics in the new secondary school system

It is estimated that the introduction of the new secondary school system incorporating the 7th to 10th years will take place from 1992 onwards. Plans for the organisation of lessons and syllabuses for the core subjects have already been prepared. An education in economic awareness is mainly to be provided by two subjects: "Geography, History and Social Studies" and "Technology". These two subjects will be compulsory for the first three years of the secondary school. Alternative plans have been drafted for the last year according to which either both subjects will be compulsory option subjects, or the social science subject will be a compulsory subject and Technology will be a compulsory option subject. In addition to the common core courses and compulsory option courses in the final year, it is intended that schools offer pupils the possibility of choosing other subjects which would cover approximately 10 % of lesson hours in the 7th year, but 30 % in the 10th year. These can include economics-related subjects, e.g. Consumption and Advertising, Practical Economics, Administration and Management. No syllabuses for these subjects will be prescribed.

The draft syllabus for the subject area of **Geography, History and Social Studies** provides for four thematic "axes", each encompassing blocks of content, without however dictating the sequence to be followed by teachers in the course or the school year. The thematic axes and the respective blocks of content which have an economic content are listed below:

- **Society and territory**
  Block 3: Economic activities and natural resources
  Block 4: Towards an economy dominated by the service industries
- **Different cultures of the past and present**
- **Society and change**

- **Today's world**
  Block 11: Imbalances and sources of tension in today's world
  Block 13: Economic structures and the world of work

Of the total of 14 blocks block no. 13 is especially interesting. It includes questions which are of direct relevance to the pupils in their future roles as consumers and employees. The thematic components of this block are:

- production, trade, consumption
- economic systems, the role of the State, the monetary system
- economic systems and social structures
- work and occupations, the consequences of technical progress
- conflicts and sources of tension in the working world (industrial law, industrial relations, occupational diseases, discrimination at work)

The former subject of "Pre-technology" within basic general education, now designated **"Technology"**, has been extensively revised and its status increased within the framework of the new curriculum. The aims of this subject now extend far beyond merely providing manual and technical skills. Pupils are now supposed to acquire problem-solving skills which may be applied to a wide range of situations, to learn to apply scientific principles and to gain a knowledge of human work and technological progress in a social and historical context. The 10 blocks of content which the subject should cover, spread out through the four years of compulsory secondary education, include two blocks of particular relevance to economics. On the one hand, it is intended that the pupil become familiar with skills of a more concrete nature, such as the administrative techniques required within the framework of technical work done by tradesmen (i.e. the different forms of correspondence, composing estimates, warehouse/stores administration). On the other hand, there is a special block of content to deal with the social aspects of work and technology, i.e. certain issues which are considered to be of great importance with regard to the preparation of the pupil for working life:

- technological progress and the organisation of work (rationalisation, productivity, conditions of work)
- the division of labour in a technological and social sense (manual and intellectual work, the status of different kinds of work)
- jobs in the field of technology (working and training conditions)

Economics within the restructured upper secondary level (*Bachillerato*)

Some time after the introduction of the new compulsory secondary school system, scheduled for around 1995, the first intake of pupils will enter the reformed upper secondary level. The organisational framework has on the whole been designed. However, which subjects will eventually be available is still subject to discussion. No syllabuses have as yet been developed. The intended aim behind the new *Bachillerato* is to prepare pupils for both higher education and vocational training as well as the transition to employment. Pupils will be oriented towards specific courses of studies or careers by means of a system involving four different branches (*modalidades*) - Arts, Humanities and Social Sciences, Natural and Biological Sciences, Technology - as well as differentiation between common core subjects, compulsory subjects specific to the particular branches and further compulsory option subjects.

The subject area of economics will be represented within the range of subjects in two forms. In the Humanities and Social Sciences branch there is the discipline of **Administration and Business Management** (*Procesos de administración y gestion*), which is specific to this particular branch. **Economics** (*Economia*) exists as a compulsory option subject in all the branches. This format does not go as far in terms of the possibilities regarding specialisation as the experimental *Bachilleratos* currently being tested, e.g. the branch of Administration and Business Management with its proportionately large number of specialised lessons (which amount to 18 hours in two classes within the subject of Administration and Business Management alone) and which has several other relevant subjects (Economics, Statistics, the Economy of Spain).

No syllabuses for both of the forthcoming subjects, Administration and Business Management or Economics, are yet available. However, the themes of the subject of Economics within the experimental *Bachillerato* in Administration and Business Management provide an impression of the possible form the subject of Economics may take. In spite of the degree of specialisation on the course, the aim is to provide pupils with basic knowledge, understanding and attitudes. The subject encompasses the following themes:

- an introduction to basic concepts
- economic systems
  (production and distribution, market mechanisms, profit, the monetary system, the role of the State, international relations, centrally planned economies)
- today's challenges
  (growth and development, the third world, the crisis of 1973 and new prospects)

Teaching methods, teaching aids and material

Both the current and the forthcoming syllabuses emphasize that the central aim is not only to grant the pupils a factual background, but also to develop attitudes and intellectual skills. This may only be achieved if a range of teaching methods is employed and these actively involve the pupils. The following suggestions appear in the syllabuses: minor empirical studies; informational visits; role-playing; debates; the use of newspapers, radio and television; the use of audio-visual aids, and possibly of computers; inter-disciplinary cooperation.

Initial and in-service teacher training

Those who teach within the basic general education system (*Educación General Basica*) have the minimum qualification of a *Diplomado Universitario* (studies lasting 3 years); in the majority of cases they are graduates of one of the teacher training colleges (*Escuela Universitaria de Profesorado*). A course of training at this type of college encompasses pedagogic subjects as well as specialization in a certain subject area (e.g. in Social Sciences with History and Geography).

Those who teach within the framework of the *Bachillerato* or the preparatory course for university entrance are all holders of the degree of *Licenciado Universitario* or an equivalent degree (studies lasting 5-6 years). In order to obtain employment in the teaching profession pedagogic qualifications must also be acquired (*Certificado de Aptitud Pedagógica*).

In-service training is being assigned more and more importance. As a result, a network of institutions for further training (*Centros de Profesores*) has been

built up. Apart from this, a project of in-service teacher training forms an integral part of the current school reform. The success of the new reform largely depends on preparing teachers for the new subjects, subject matter and didactic approaches. This is also true of the subject of Economics. The idea of an "education for Europe" has also been incorporated in the numerous programmes for in-service training of teachers.

FRANCE

The status of economic awareness in the French school system

In the past few years the education system has come much closer to achieving the objective of lessons in economic awareness for all students. In the *lycée*, Economics has been available as a subject in its own right, even outside the Economics and Social Science branch, for a long time. In the general education branches, this subject area combines a socio-political and economic perspective, in the technical branches of the *lycée*, it provides an introduction to business studies. In the *collège*, themes related to economics are also being introduced to an increasing extent (the subject area boasts its own course units in History/Geography and figures among the cross-curricular themes and in the new discipline of Technology). Something else which is also worth noting is the change that has taken place in the field of methodology, where for example more importance is being attached to activities oriented towards the pupils and to making schools more receptive to the outside world.

A summary of the secondary school system

Having attended primary school for five years, French pupils proceed to secondary education, to a type of school known as a *collège*. The *collège* comprises four forms, these being divided into two sections each lasting for two years. Although a *collège* is similar to a comprehensive school in character, as early as in the penultimate year, however, general education and preparatory vocational classes go their own separate ways. Some of these vocational classes are organised by the *collèges* and some by the vocational schools (*lycées professionnels*). At the end of the 4th form pupils from both the *collèges* and the vocational schools have the chance to acquire the school leaver's certificate, the *brevet*, on the basis of written examinations (French, Mathematics and History/Geography) and continuous assessment. This, however, does not represent the entrance requirement for establishments of further education. Compulsory education finishes at the age of sixteen, after attendance of primary school and *collège* and usually a year after leaving the *collège*.

The *collège*, attended for four years, is the basis for a variety of courses of upper secondary education. Among these, the *lycée d'enseignement géneral et technologique* (LEGT) is attended for three years and serves as a preparation for higher education studies, not as a preparation for the world of work. The first year aims at providing a general education. As regards the core subjects, all pupils are taught together. In addition to these subjects there is also a compulsory option subject, and also possibly one or two optional subjects. The optional subjects selected are often from the specialist subjects or subject area (*série*) which the pupil intends to choose for the school leaver's certificate, i.e. the *baccalauréat*. The next class up marks the beginning of a system of specialisation involving different *baccalauréats* with an emphasis on general education (three in the field of humanities, one in economics and social sciences and three in the natural sciences) as well as technical branches (*baccalauréats technologiques*).

In addition to these courses, upper secondary education also encompasses courses leading to vocational qualifications: CAP (*certificat d'aptitude professionnelle*; training aimed at a particular job at a skilled level), BEP (*brevet d'études professionnelles*; training in a certain job area) and the *baccalauréat professionnel*, a vocational qualification which also gives access to higher education.

Economics in the *collège*

Themes related to economics are firmly established in the *collège* curriculum although Economics does not actually exist as a subject in its own right. Aspects of a basic education in economics are provided for by three subjects which are compulsory for all pupils in all four forms: in History/Geography (2.5 weekly lessons), Civics (one weekly lesson) and Technology (2 or 1.5 weekly lessons depending on the level of class involved).

The syllabus for History/Geography includes an introduction to economic issues for all classes. The timetable allows for four to six lessons in each year for this so-called *initiation économique*. The objectives of this teaching unit are listed below:

6th year: Pupils acquire knowledge concerning the forces and factors at work in the economy, particularly in production and commerce. The basis for this is an examination of the local community's business life (private budgets, local firms, local business relations).

7th year: Pupils concentrate on the nature and role of money, gaining an insight into the problems caused by international trade.

8th year: Pupils concentrate on business enterprises and related problems: economic decisions, the individual and his/her work, finance and loans.

9th year: Pupils concentrate on the various aspects and problems of the economy of the region in which the school is situated.

Furthermore, the subject History/Geography covers other matters which have an economic dimension. In the 9th year a comparative study is undertaken within the framework of Geography lessons of the different economic regions in France, and France's role in the European Community is also examined. In History, on the other hand, attention is turned to global economic growth and the global change in economic relations in the twentieth century. Pupils will already have received an introduction to different European economic regions and a rough background knowledge of the European Community in the 8th year. The EC is treated in more detail in **Civics**. Other themes related to economics within this subject include the role of both central and regional organs of state in the economy or the rights of the citizen in the social and economic spheres of activity.

A non-intellectual approach to basic economic problems is typical of the subject of **Technology** (*technologie*) which was introduced in 1984 and has since firmly established itself on the timetable of most schools and classes. This subject is aimed at giving the pupils an insight into relationships in the modern world between technology and the economy, and at giving them the chance to experience, at first hand, how goods are manufactured and marketed. This includes: a knowledge of different materials, design and development of any item which is to be manufactured, handling equipment in conjunction with a basic knowledge of mechanics, electricity, electronics and computer studies, and the manufacturing of items. In this process, due consideration is also given to commercial aspects, e.g. demand, sales, marketing, advertising. The ultimate objective of this subject is to provide an insight into the structure of a business enterprise and into the working world: the location of a business enterprise, its products or services, methods of production, labour force and organisation of work processes, relationships between technical developments and human labour, and other aspects.

Yet another opportunity to tackle issues related to economics is available within the framework of **cross-curricular themes** (*thèmes transversaux*), which are firm-

ly established in the curriculum. One of the six themes is consumer awareness. Interdisciplinary subjects are coordinated by the headmaster; teachers from different departments are involved and parents or experts from outside the school may participate, too. A most diverse range of activities is possible here, i.e. tours, surveys, school exhibitions etc. As regards the composition of studies on consumer awareness, the different economic aspects of private budgeting and family life are tackled (i.e. the costs involved in food, clothing, accommodation, value for money, consumer protection, family income, taxes and insurance, savings and loans etc.).

Economics in the *lycée*

Economics has been taught as a subject in its own right in the *lycée* for over twenty years. Pedagogic objectives and the composition of lessons vary according to the level of the class and the status of the subject in each particular branch of studies. At the same time, it is also an important interdisciplinary subject area.

The guidelines for Economics lessons give a basic description of the objectives:

> The characteristic feature of these lessons is that they provide a knowledge and an understanding of the economies and societies of contemporary states, and attempt to make this knowledge an integral part of the pupil's general education and his/her understanding of the world.

Instruction in Economics commences in the 1st form of the *lycée* (10th school year). Whether pupils receive lessons in this subject or not does, however, depend on whether the pupils choose a specific compulsory option course (*option*) or not; it is, therefore, not compulsory for all pupils. Every pupil in this introductory class must choose one subject from one of two subject groups: from the technically orientated subjects or from humanities and social sciences. A subject from the former group reflects the pupil's decision to opt for a technically orientated course of studies and a *baccalauréat technologique*. If a subject from the 2nd subject group is chosen, then this more or less means that the pupil has opted for a general education *baccalauréat*. On opting for a humanities or social sciences subject, the pupil is obliged to follow a supplementary course, an **Introduction to Economics and Social Sciences** (*Initiation économique et sociale*) which forms part of the option and entails two weekly lessons. In other words, those who do not choose to follow a technical compulsory option course leading eventually to

a *baccalauréat technologique* attend the abovementioned lessons. The course in question is designed to cater for the majority of pupils and is general in nature, as is emphasised by the syllabus. This aim is made clear by the themes to be covered:

- revision of knowledge previously gained about French economy and society
- employment and the job market
- types of enterprise, how a business concern functions, organisation of work processes and social issues
- the family budget
- consumption and saving
- features of the national economy

On entering the 2nd form of the *lycée* (11th year at school), pupils decide upon the branch (*série*) of *baccalauréat*. By choosing *Série* B, pupils can decide to specialise in Economics. Thus, the subject **Economics and Social Sciences** (*Sciences économiques et sociales*) is amongst the core subjects. In the 2nd form this is taught on the basis of four lessons a week, in the final year on the basis of five lessons a week. It is subject to a written examination for the *baccalauréat*.

A characteristic feature of this compulsory subject in *Série* B is the way in which it combines economic and socio-political issues. Historical and comparative aspects may also be included. Despite the fact that this subject is the focal point of *Série* B, the aim is not that of providing a knowledge relating directly to specific careers. It is considered that it is far more important that pupils acquire an understanding of basic concepts and interrelationships and to illustrate these by means of concrete examples. The theoretical background and methodology of economics are to be taught with a view to promoting a critical understanding of such matters. In the 2nd form, the course content focusses mainly on conditions in France whereas the subjects dealt with in the final year include economic development and social change in the Western industrialised nations, the socialist states and the developing countries.

Three main themes pertinent to France are covered in the 2nd form:

- Social and political structures and institutions
- Structures and mechanisms of the economy
- The socio-political and politico-economical role of the State

Individual facets of the 2nd theme include:

- the fundamentals of the national economy and of business management, e.g. national accounts, basics of company accounting
- production analysis (sectors of the economy, management strategies)
- money
- market mechanisms and prices
- international economic relations

In the 3rd form (12th year at school) industry and society in the industrialised West is studied. The following points are covered:

- demographic developments
- changes in the conditions relating to production (e.g. technological progress, new modes of organisation of work processes and of management)
- the labour market
- social change
- consumption
- the role of the State in the economy
- international relations
- economic crises

As well as compulsory subjects and compulsory option courses, **optional subjects** are also available at the *lycée* (2nd and 3rd form) and may be sat as an examination for the *baccalauréat*. Two of those subjects are pertinent to the discussion at hand: Economics and Social Sciences (*Economie et sciences sociales*; two weekly lessons) and Economics and Business Management (*Economie et gestion*; three weekly lessons). The former is available to all pupils except for those in *Série* B and aims primarily at providing an education of a general nature. According to the syllabus it is supposed to further the cause of producing responsible citizens, and to serve as an enriching and balancing factor in education in general. This course extends over a period of two years and encompasses the following themes:

11th school year (the main emphasis is on France):
- social structures of France
- political structures of France
- economic structures of France: basic characteristics of the national economy; different economic sectors; the monetary system; basic concepts involved in economic and social policy

12th school year (the main emphasis is on the international scene):
- differences in regard to economic development and economic and social structures; growth and crises
- international interrelationships and relations
- culture and society
- different political systems

In contrast to this, the optional subject Economic and Business Management (*Economie et gestion*) is more specialist in nature. For pupils taking this subject within the framework of a general, all-round education in the *lycée*, it is an opportunity to gain a more in-depth insight into the theories and methods of national economics and business management. For pupils wishing to specialise in the field of commerce, it is also possible to follow more specialised courses within the framework of *Série* G, culminating in a *baccalauréat technologique*. These pupils receive five to six weekly lessons which deal in greater depth with national economics, business management and law, along with other specialised subjects.

As far as the status of the subject Economics in the *lycée* is concerned, it must not be forgotten that the syllabuses for **History, Geography and Civics** offer ample opportunities for the inclusion of matters related to economics. Geography lessons in the 11th school year are designed to examine in depth issues relating to the economic geography of France as well as one other member state of the EC; in the 12th school year it is the developing nations and the super-powers which are studied from an economic point of view. Apart from this, the curriculum also covers the EC, including its economic aspects, and international economic interrelationships - whether that be within the framework of Geography or Civics.

Teaching methods, teaching aids and materials

In all the disciplines which are in any way connected with an education in economic awareness, the teaching methods employed aim at involving the pupils in the lessons in a whole variety of ways. The pupils' own experience or current events are regarded as being important starting points. Pupils also learn by analysing documents, carrying out enquiries or interviews or participating in informational visits, which provide a basis for further lessons. Basically, an inductive approach, as opposed to a mere presentation of the facts, is recommended. Types of lessons which to a large extent are based on pupil-participation are most widely used in the subject of Technology, where lessons often take the form of project work. Finally, the cross-curricular themes also offer the opportunity to test unconventional pedagogic activities.

The shift in pedagogy towards more active and participatory methods and a more open relationship with the economic community not only represents a matter of didactic

concern, but also represents an important part of education policy. This is borne out by an action programme, initiated by the Ministry of Education in 1981, involving projects carried out by *collèges* as well as *lycées*, which are interdisciplinary in nature and involve the cooperation of persons from outside the school environment. At present, 5500 secondary schools (out of a total of 7500) are in the process of organising at least one such *projet d'action educative* (PAE) (on a nationwide basis they total 12,000). The initiative is taken by a group of teachers; thereafter, the school and school inspectors check the viability of the proposal. The necessary funds are provided by external sources, but the Ministry of Education also provides grants. The range of projects is large and extends from setting up a small radio transmitter to organising an exhibition abroad advertising French products. *Lycées techniques* tend to come forward the most often with projects, but many *collèges* have also carried out some interesting schemes. Examples in the context of economic awareness would be the mini-firm "Jules et Julie", set up by a school in Meaux for the production of shorts, or a project in Brive which resulted in an exhibition of photos, videos and information leaflets about local business concerns.

IRELAND

The status of economic awareness in the Irish school system

In Ireland, economics-related topics are given due consideration within several optional subjects. Thus, approximately 75 % of all pupils between the ages of twelve to eighteen receive lessons in this subject area. Matters related to economics are also firmly established within the framework of the interdisciplinary general education. This applies for example in particular to the transition year, a voluntary course offered to young people in the fifteen-to-sixteen-year-old age group who have yet to decide what they intend to do in the future.

A summary of the secondary school system

In Ireland, primary school is attended for a period of eight years. There is an optional two year period to be spent in Infants and six other years (First to Sixth Class). Children may be accepted into primary school when they reach four years of age but need not start attending until the age of six. They normally leave primary school when they complete the full primary course and usually they are twelve years of age or more at that stage.

Post-primary education encompasses both a junior level (twelve-to-fifteen-year-old age group; compulsory education) and a senior level (fifteen + age group). At the end of both the junior and senior levels pupils sit examinations organised by the Department of Education for all schools throughout the country. These examinations are uniform. This system ensures that whatever the type of school (secondary school, vocational school, comprehensive school, community school), the content of the courses and the assessment of the students are comparable throughout the country.

The aim of the junior level lasting for three years is to provide a broadly based general education. On completion of the junior level pupils sit the Intermediate Certificate examination. A new certificate - the Junior Certificate - is being introduced to replace the current Intermediate Certificate. Pupils who entered the first year of post-primary education in September 1989 are the first to follow the

Junior Certificate programme. They will be eligible to sit for the Junior Certificate examination in June 1992. Subjects will normally be offered at two levels, Ordinary and Higher. The subjects Mathematics and Irish initially will be offered at three levels, Foundation, Ordinary and Higher. The provision of different syllabus levels within subjects is designed to ensure that courses are challenging to all and are related to their needs, abilities and aptitudes.

Having passed through the junior level, pupils may proceed onto the senior level for a period of two years with the aim of preparing for the Leaving Certificate examination, which is the prerequisite for a course of studies at establishments of higher education. For a short time now, some schools have been offering a transition year which is intended to aid personal orientation rather than providing specific qualifications, i.e. to help the pupil decide whether to opt for vocational training, a career or the senior level.

Economics in the junior level

Courses for pupils leading to the Intermediate Certificate encompass the following subjects: Irish, English, Mathematics, History/Geography, Civics and at least two other subjects from the Department of Education approved list, which includes Commerce and Home Economics. The subject Commerce is chosen by approximately 60 % of pupils in the junior level, and Home Economics by approximately 35 % of them. Not only do these two subjects deal with various economic themes, but so do Geography and Civics. With the exception of Civics, a written examination must be sat in all of these subjects for the Intermediate Certificate. Whilst it is the Department of Education which is responsible for laying down the objectives and composition of the syllabuses, it is up to the individual schools to determine which pedagogic methods are to be employed and how much time should be dedicated to each subject.

The optional subject Commerce in the junior level is a subject with economic relevance in the narrowest sense of the phrase. It aims at providing basic instruction in practical and theoretical problems and also serves the purpose of a general education, even if it is aimed more particularly at those pupils intending either to go into commerce or to pursue the subject at greater depth later on in their academic careers. The syllabus provides, on the one hand, for an introduction to bookkeeping and, on the other, for a basic knowledge of office work and business management.

Home Economics, like Commerce, is an optional subject. The economics-related themes that are dealt with here may be summarised by the term "education in consumer awareness".

As regards the compulsory subject **Geography**, issues relating to economic geography are dealt with in considerable detail, with a special emphasis being placed on regional matters: Irish industry in farming, forestry and fishing; mining and manufacturing industries; environmental issues; tourism.

Economic themes are also given due consideration in **Civics**, a subject with a special status; it is compulsory, is not subject to examination and is aimed, in particular, at educating pupils to become responsible citizens. Selected themes include: social security, trade unions and employers, the national budget and taxes, international organisations (including the EC).

New syllabuses are being introduced on a phased basis for the new Junior Certificate examination which will replace the Intermediate Certificate examination in 1992. As part of the first phase beginning in September 1989 a new syllabus in Business Studies was introduced to replace the old Intermediate Certificate Commerce syllabus. A new syllabus in Geography has also been introduced.

Economics in the senior level

In the senior level, each pupil must select a minimum of five subjects, and normally not more than seven, of which three are usually from a subject area for which the pupil displays a particular talent. Subjects which are in any way related to economic themes can be divided up, on the one hand, into those in the Business Studies group (Accounting; Business Organisation; Economics; Economic History), and those, on the other hand, which are in the Applied Science group (Geography and Home Economics - Scientific and Social) or in the Social Studies group (Agricultural Economics and General Home Economics). There are compulsory syllabuses for all subjects. In general, each subject is taught on the basis of at least three weekly lessons. On completing the two years in the senior level, final examinations are organised by the Department of Education. Two levels of competence are distinguished (ordinary level and higher level).

The senior level has been designed not to provide the broadest general education possible, but rather to provide a more specialised in-depth knowledge. Economic themes are dealt with in two ways: as independent, narrowly defined subjects or as a component of other subjects.

Economic issues are covered as part of the following subjects: **Geography, Home Economics (Scientific and Social), General Home Economics** as well as **Agricultural Economics.** Economic geography, for example, constitutes a major component of the Geography course. Possible themes include: the various economic sectors (agriculture, the manufacturing industries and the service industries) of different countries, international trade as well as economic development in the third world. As is the case in the junior level, one of the aims of the Home Economics subjects is to produce critical consumers. And finally, Agricultural Economics represents a combination of introductions to business management, general economics and economic policy - with particular emphasis being laid on the agricultural sector.

The highest degree of specialisation is attained in the Business Studies group of subjects. The primary aim of these subjects is not, as is the case with other subjects, that of providing a general education, but rather that of preparing the pupils for a future career or further studies. It is worth noting that 20 % of pupils in the senior level choose **Economics,** 30 % choose **Accounting** and 40 % choose **Business Organisation** (the number of pupils opting for **Economic History** is not very important), and that approximately 80 % of all pupils in the senior level do opt for at least one economics-related subject. It is therefore possible to claim that economics-related subjects are of considerable importance in terms of the number of graduates of senior secondary education who have taken courses in this field.

Due to the high degree of specialisation, only a brief outline of the syllabuses for Business Organisation and Economics will be given here:

Business Organisation:
- finance, insurance, taxes
- industrial production
- distribution and sales promotion
- communications
- structure of business
- State involvement in commerce
- management, labour, consumers

Economics:

- basic concepts
- production and consumption
- economic systems and economic thought
- supply and demand
- price and output
- factor incomes
- national income
- money and banking
- the government in the economy
- inflation
- international trade and payments
- economics of population
- economic growth and development
- economic policies, problems and conflicts

Economics in the transition year

For the fifteen-to-sixteen-year-old age group which is no longer subject to compulsory education, there is the possibility of voluntarily spending another year at school, this possibility being available in 123 schools in Ireland at present. This is designed to either facilitate a transition to the world of work or to help orientate pupils as regards further studies. Since the Department of Education has prescribed no curriculum, this year represents the chance to branch out in new directions, both in terms of the composition of the course and of the methods employed. In addition to the traditional subjects, there is the chance to gain an introduction to information studies, or to study a foreign language in greater depth or to pursue craft studies. Provision has also been made for economic themes, e.g. an introduction to business management by means of setting up a mini-enterprise for example, or finding out about different jobs by visiting firms, or attending lectures by experts not connected with education. Finally pupils can gain a taste of the world of work by going on a work experience. Generally, it is during this year that unconventional didactic methods are both possible and desirable.

Teaching methods, teaching aids and materials

In both the junior and the senior levels, the structure of which is governed by prescribed syllabuses, the accent is on discussion during the lessons and the use of

text books. The teachers involved may also revert to audiovisual materials as well as carrying out project work. The reading of economic-political texts is encouraged. As already mentioned in the description of the transition year, it is in this phase in particular that unconventional teaching methods tend to be tested.

Initial and in-service teacher training

All teachers involved in the subject area related to economics have a relevant university degree. In addition to this, they must also study for a teaching diploma for one year which also includes a period of teaching experience. Since Economics in the narrowest sense of the word is only available in the senior level, staff normally teach another subject as well. Those with an arts degree mostly teach Geography or English; those with degrees in Business Management are normally responsible for all economics-related subjects in both the junior and senior levels.

In the field of economics, various in-service training courses are also available. Experts from trade and industry are often involved in these. Apart from that, the staff involved are mostly members of the Business Teachers Association which holds regular conferences and offers work experience in industry to teachers (along with the Confederation of Irish Industry).

ITALY

The status of economic awareness in the Italian school system

At present, little importance is attached to the role of economic awareness within the framework of general education. However, a development is in process which will culminate in far greater attention being given to this part of the curriculum. It is not only industry and commerce which has expressed an interest in a basic education in the field of economics for young people, but the Ministry of Education also envisages a reform of secondary education making this a compulsory subject in its own right.

A summary of the secondary school system

Having attended primary school (6-to-11-year-old age group) all Italian school children proceed to intermediate school (*scuola media*). This three-year course concludes with the intermediate school leaving certificate (*diploma di licenza media*). This stage also marks the end of compulsory education for fourteen-year-olds (it is planned to extend this by two years).

Intermediate schools provide the foundations for senior secondary education in various types of school. The five-year courses of the *liceo* are orientated towards a general education. Three branches are distinguished which lay an emphasis on classical languages, modern languages and science respectively (*liceo classico, liceo linguistico, liceo scientifico*). All *licei* award a school leaving certificate which entitles the holder to take up studies at university (*diploma di maturità*). The four-year course at the *liceo artistico* provides a general education with a focus on fine arts subjects. The leaving certificate gives access to further studies in this field. Only by attending a supplementary one-year course a certificate can be acquired which grants access to all university studies. Senior secondary schools also include institutions which both provide a general education and vocational qualification for careers in the educational sector. The *istituto magistrale* provides four-year training courses for future primary school teachers. The leaving certificate entitles the holder to take up pedagogical studies at university; for other degree courses a one-year supplementary course at upper secondary level is re-

quired. The *scuola magistrale* provides three-year training courses for nursery school teachers.

The following schools provide vocational training: the technical secondary schools (*istituto tecnico*) and the vocational secondary schools (*istituto professionale*). Technical secondary schools are attended for five years, the first two years providing a broadly based general education which then leads to a more vocationally specialised approach in the last three years. The courses cover topics such as business, industry or tourism. At the end of the five years pupils receive a certificate (*diploma di maturità tecnica*) which also entitles them to attend any of the establishments of higher education. At vocational secondary schools, on the other hand, it normally takes three years to acquire a vocational qualification which enables the holder to enter a career. However, by spending a further two years pursuing a more general type of education, qualifications of a more advanced level may be attained (*diploma di maturità professionale*), which also enable the holder to attend certain establishments of higher education.

The position currently occupied by economics-related themes in general secondary education

As far as intermediate schools are concerned, the pedagogic objectives and the subjects to be taught, including the composition of each subject, are laid down by Law No. 1859 of 31 December 1962 and by the ministerial decrees of 9 February 1979 and 26 August 1981. In accordance with these, in the subject area entitled "History, Civics and Geography", the timetable must allow for four lessons per week in the first two forms of intermediate school and for five lessons per week in the third form. At the end of the course, an oral examination is also undergone in this subject. Economics-related topics fall within this framework.

As regards intermediate schools, the teaching programme, which only provides rough guidelines, states that the objective of **History** lessons is the two-fold appreciation of historical events - on the one hand, from a politico-institutional and socio-economic point of view, and on the other hand, from a cultural point of view. According to the aforementioned programme, the significance of socio-economic phenomena and the concept of "global solidarity" are also to be paid due attention in **Geography** lessons. Furthermore, the sections relating to the teaching of Civics

place the emphasis on a form of education which produces responsible members of society without, however, explicitly referring to economic aspects.

The teaching of History, Civics and Geography in **upper secondary schools** (*liceo*) is sometimes continued within the framework of separate lessons and sometimes as a combined subject - depending on the branch in question. It is allocated a variable number of lessons. Economics does not exist as a subject in its own right within the general education system. However, a number of schools have, on an experimental basis, opted for incorporating the subject Law and Economics (*diritto ed economia*) into their timetables.

According to the teaching programme currently in force, provision must be made for matters relating to economic geography although no specific themes have been named. The syllabus pertaining to **History**, which deals with the material in chronological order, focuses, amongst other things, on the following economics-related questions: economic and technological changes at the turn of the nineteenth century and the social consequences thereof; imperialism and colonialism and their abolition; international organisations; the European Community. The guidelines laid down for **Civics** when the subject was introduced into the classroom in 1958 also mention that economic, social and legal topics should no longer be viewed as specialist knowledge, but merely state that such aspects are to be paid due attention in Civics.

The treatment given to economics-related themes in the syllabuses of other general education schools is similar to that in upper secondary schools. Economics (combined with Law) is only taught as a separate subject in technical and vocational schools.

The current debate concerning the status of economic awareness in secondary education in the ninth year upwards

In the Ministry of Education as well as amongst teachers' associations and employers' federations, there has been a great deal of deliberation for a number of years regarding the way in which economic awareness (*cultura economica*) could be incorporated into the general education system. This led the education authorities to present draft syllabuses. This will be discussed in greater detail below.

Various studies have been commissioned recently by industry, e.g. on the theme of the level of interest and degree of knowledge in the field of economics amongst graduates of secondary education (commissioned by the Unione Industriale di Torino). Opinion polls have also been used to examine employers' attitudes concerning the aims and composition of a course in economic awareness at secondary level (e.g. a study by the national employers' federation, Confindustria, and another by the economic institute CEASCO, conducted for the Ministry of Education). These two surveys revealed that in the eyes of business concerns economic awareness is above all regarded as being an essential component of civic education. It is considered that an attempt must be made to broaden what is regarded as the traditional humanist education by adding components conveying knowledge of the social and economic reality. The employers' standpoint attaches great importance to the need to rectify young people's misconceptions about business and to inform them about the values of entrepreneurial activities as well as the basic nature of free-market enterprise. Any instruction in Economics should also aim at removing the gap which exists between industry and commerce and many sections of Italian society. The objective of such instruction would be to aim at providing an awareness of facts, values and patterns of behaviour. This does not imply that the importance of practical orientation in lessons on economic awareness is rejected by trade and industry, one which would for example facilitate the transition from school to business or instruct pupils on responsible patterns of consumption. However, this aspect is not considered to be of prime importance. In this context, something which does seem significant is that no great importance appears to be attached to direct cooperation with schools (informative visits, short periods of work experience etc.). The initial steps in the process of bringing trade and industry and the education system together have been taken, but the two still have a long way to go. Employers believe that teachers will play a key role in this process; this is why they attach great importance to further training of teachers.

The provisional concept for the subject of Law and Economics in the reformed secondary education system in the 9th and 10th years

With respect to the proposal of extending compulsory education (to the age of sixteen) and the proposed reform of the first two years (*bienno*) of senior secondary education, it is intended that the compulsory subject **Law and Economics** (*diritto ed economica*) provide all pupils in these two forms with a basic knowledge of

these matters. As is the case with the reform project as a whole, the syllabus for this subject has, up till now, only reached the stage of a public debate. It is not yet possible to say when the proposed school reform bill will be passed by Parliament, when it will be put into practice or what shape or form the syllabus will ultimately take. Another idea which is being considered at the moment concerns the introduction of a similar subject in the last three years of upper secondary schools which lead to the university entrance qualification (*liceo*).

In the provisional syllabus it is stated that this new subject should meet the needs of contemporary society. It is intended that pupils understand the contexts within which they already play a role, both as consumers and beneficiaries of public services, and within which they will in future play a role as employees and as fully enfranchised and tax-paying citizens. They should be capable of making responsible decisions, not only on a personal level, but on a social level, too. An insight into industrial development and current trends should also be granted. In order to be able to comprehend and participate in public debates, the pupils should be equipped to cope with both the concepts and the terminology involved. As for the way in which this subject is to be taught, it is recommended that it should be based on the pupil's own experience and concrete situations so that generalisations and principles may be arrived at by inference. Reference to original texts is deemed to be important.

The one component of the subject which will not be treated in any detail in this report concerns an introduction to the basic concepts involved in national and constitutional law (i.e. the institutions of the Italian Republic, the rights and the duties of the citizens, the legal system and the welfare state). The component which is of interest here, Economics, should encompass the following topics:

9th year
- the fundamental issues relating to economic activity; economic systems
- the forces in economic life (consumers, companies, the State) and the interaction of these, as well as international relations
- production and market structures

10th year
- national income, quantitative indices, the quality of life
- fluctuations in economic trends; the employment situation
- the role of the State
- European integration
- underdevelopment
- legal aspects

In addition to the subject Law and Economics, courses in Geography, for which plans for a new syllabus have recently been submitted, can also contribute to an understanding of economic awareness. Interdisciplinary relationships between the two subjects are regarded as being important by those formulating the geography syllabus. An economic dimension has been included in more or less all topics, e.g. in the following topics: traditional rural economies, industrial areas, urbanisation, regional differences, environmental issues.

LUXEMBURG

The status of economic awareness in the school system of Luxemburg

Traditionally, the subject Economics has been a characteristic feature of specific branches of general secondary education or of technical secondary education. However, more and more importance is being attached to themes related to economics within general education. Within this context, the emphasis is on providing a factual background rather than on practical skills.

A summary of the secondary school system

Having attended a primary school for 6 years, pupils in Luxemburg then proceed, on the basis of an entrance examination, onto either a technical or a general secondary education school, or they may receive the so-called complementary education.

General secondary education (*enseignement secondaire général*) is a seven-year course which leads to the university entrance qualification. From the 10th year upwards, the following branches exist: Humanities; Mathematics; Science; Economics; Music and the Arts. It has to be noted that from the school year 1990/91 onwards, new legislation will be in force involving a reform of the structure and curriculum of the senior level of general secondary education.

Technical secondary education (*enseignement secondaire technique*) covers various specialised courses lasting over a period of six to seven years. Whilst the first three forms are designed to grant pupils a general education, the 4th form marks the start of a more specialised approach towards certain vocational fields. In addition, a distinction is made at this stage between a form of education providing for more practically oriented, careers-related lessons (*régime professionnel*) and one requiring higher theoretical standards (*régime technique*). By attending a senior level of two years' duration a more advanced qualification may be obtained, paving the way for university studies in particular subject areas. As in the case of general secondary education, a reform of technical secondary education is under consideration; a draft proposal for a new law has already been presented.

Complementary education (*enseignement complémentaire*) covers a three-year period at the end of which compulsory education is deemed to have been completed. It is intended, on the one hand, that complementary education enables pupils to transfer to a technical secondary school and, on the other, that it ensures they receive a basic education as preparation for the world of work.

Economics in general secondary education

Issues related to economics represent a well-established integral part of the general secondary education. Economics (*économie politique*) is a compulsory subject for all final year classes in schools of this type and is taught two lessons a week. The Economics branch has a special status. Lessons in the subject of Economics and Social Sciences (*sciences économiques et sociales*) start as early as the 10th year with two lessons being allocated for this purpose per week, this being increased in the ensuing three years at first to four, then to six, and then to eight lessons a week. In the remaining forms of general secondary education, Economics does not appear on the timetable as a subject in its own right. However, the syllabuses for both Geography and Civics do give due attention to themes related to economics.

The subject of Economics (*économie politique*) is of special interest here. It is intended that this subject provide all graduates of general secondary education with a basic knowledge in this field. The objective is to give pupils an insight into the complexities of the economy and to provide them at the same time with a knowledge of how economic activities affect their own lives and how to critically evaluate these effects. The syllabus covers the following topics:

- goods and human needs
- economic circulation
- production and business concerns
- private budgeting and consumption
- money
- consumer behaviour
- producer behaviour
- the market for goods
- the market for factors
- national income and national accounting
- economic policy
- international economic relations

Economics and Social Sciences (*sciences économiques et sociales*), which is taught in the Economics branch (*Section D*), is of another character going beyond the requirements of a general education. Altogether, twenty lessons are taught per week (eighteen in schools with Latin lessons), thus providing a high degree of specialist knowledge. Of the total number of lessons seven are set aside for the purpose of granting pupils a comprehensive knowledge of basic economics. Over a period of four school years, one lesson per week is devoted to cost accounting. The subject also includes three lessons per week in civil and commercial law as well as four lessons in economics-related mathematics or statistics. Schools where Latin is not on the timetable offer pupils the opportunity of following a course in commerce-related information studies which is taught on the basis of two lessons per week. The educational objective of the Economics branch of general secondary education is, as can be seen from the degree of specialisation, to prepare pupils for a relevant course of studies at university and, in some cases, for the transition to an appropriate career.

In addition to the subjects which can be classified as economic in nature in the narrowest sense of the word, Geography and Civics are of particular relevance to an education for economic awareness. Geography lessons in the 9th year, in particular, and Civics lessons in the 10th year aim at providing an introduction to basic economic matters - both of these subjects being compulsory for all pupils. The syllabus for Geography contains, amongst others, the following themes: industry and conurbations, developing nations and international integration. It states in the syllabus that, in addition to dealing with various regions, pupils should also become familiar with an "inventory" of basic economic concepts. These are listed below in their entirety:

> Economic and free goods, consumer goods, capital goods. Production and factors of production. Economic cycles. Stages in economic development. Productivity, profitability, rationalisation, specialisation, division of labour, business concentration, advertising, national product and national income, the standard of living, foreign trade and the balance of trade, economic trends and unemployment. The free market economy, centrally planned economies.

The syllabus for Civics in the 10th year (1 weekly lesson) not only provides for an insight into the political institutions of the Grand Duchy of Luxemburg, but also contains an introduction to the socio-economic conditions of the country. In addition to this it includes lessons on the involvement of Luxemburg in the EC, in international relations and the relationship of the country with international organi-

sations. Themes relating to economic geography are to a great extent dealt with in the course of Geography lessons in the 11th year (with the exception of the economic and artistic branches) and in the 12th year of the Science branch (here, the EC and the position of Luxemburg in the EC are for example treated in more detail).

Economics in technical secondary education

In this type of school it is only the junior school (7th to 9th years) which provides education of a general nature. Just as with general secondary education, lessons which could be classified as economic in nature in the narrowest sense of the word are not available at this level. However, **Geography** lessons and, to a certain degree, History do contain themes related to economics. Geography serves as an introduction to basic economic concepts in the context of different geographical regions and their specific economic requirements. **History** lessons cover, amongst other things, events the economic dimension of which simply cannot be ignored, i.e. industrialisation and social issues, colonisation and decolonisation.

The start of the middle school (10th year upwards) marks the point at which a differentiation occurs in the timetable between subjects of a more general nature and those which are vocational in nature. Subjects related to economics, such as Economics, Bookkeeping, Civil and Commercial Law etc. are included in the latter. These subjects cover a third to a half of the timetable, depending on the subsection in question, e.g. in the subsection Administration and Commerce (*division de la formation administrative et commerciale*). Due to this vocational orientation, these lessons are specialist in nature and will not be given any further consideration in this report.

Teaching methods, teaching aids and materials

Generally speaking, teaching methods are traditional in nature. Due to the wealth of material to be dealt with, there is little opportunity for unconventional activities. Apart from lessons centred around the teacher, it is perfectly conceivable for individual pupils or groups of pupils to prepare projects based on special research or interviews. Audiovisual materials are available in abundance; it is, how-

ever, up to the teacher to decide how these are to be employed to gain the best pedagogic results. Cooperation with partners from outside the school environment is unusual. Work experience is only available to pupils of technical secondary schools, where this serves as an orientation and preparation for a future career.

Initial and in-service teacher training

Those involved in teaching Economics must complete a four-year university course leading to a master's degree (*Maitrise*). In order to embark upon the subsequent three-year course of practical teacher training applicants must undergo a selective examination (*concours*). In-service teacher training courses are available at the Centre Universitaire de Luxembourg.

THE NETHERLANDS

The status of economic awareness in the Dutch school system

At present, economics-related topics are treated, on the whole, within the framework of Economics as a separate discipline. This is true both of the general education system, where it is possible to focus on specific subject areas, and of the vocational education system with its different careers areas. However, in the debate currently in process concerning a redefiniton of the common basic education which all pupils must undergo (up to the age of about fourteen), the general consensus is that economic awareness should constitute an essential part. In this context, the aim would be to provide more than a factual background, i.e. practical skills, preparation for the world of work and instruction in civics.

A summary of the secondary school system

After having attended a primary school for eight years (from four to twelve years of age) pupils proceed to one of the following types of secondary school:

- *vwo (voorbereidend wetenschappelijk onderwijs* - pre-university education)

  This type of school is attended for six years and prepares pupils for university entrance. There are two types of school within the *vwo* framework - the *gymnasium* (with lessons in Latin and Greek) and the *atheneum*. In both these types of school there is a division into an A stream and a B stream: in the A stream the emphasis is on the humanities and in the B stream the emphasis is on mathematics and science. In a growing number of schools, however, this distinction is given up in favour of an integrated *vwo* course (*ongedeeld vwo*).

- *havo (hoger algemeen voortgezet onderwijs* - senior general secondary education)

  This lasts for a period of five years and serves as a preparation for studies at establishments of higher education excluding universities, and for other forms of professional training.

- *mavo (middelbaar algemeen voortgezet onderwijs* - junior general secondary education)

  Lasting for just four years, this represents the shortest form of general secondary education. On completion, the pupils have the opportunity to pursue vocational studies of two to four years in length at an intermediate level.

- *lbo (lager beroepsonderwijs* - junior secondary vocational education)

  On leaving primary school, pupils may also opt for a vocational education of four years. Whereas the first two years are mainly devoted to acquiring a general education, the second half of these studies is directed more towards the world of work. On completing this course of studies, pupils are also deemed to have finished full-time compulsory schooling. *Lbo*-graduates have the opportunity of receiving vocational training, e.g. in the form of an apprenticeship incorporating both training at work and at school.

No matter what kind of secondary school is attended, final examinations are sat. These involve both internal and external papers. According to the type of school, stipulations are laid down concerning the number of subjects to be passed for each examination and stating whether subjects are compulsory or optional.

Economics at *vwo* schools (pre-university schools)

In *vwo* schools, Economics is taught within the framework of two different subjects: Economics I and Law, which mainly covers elements of general economics, and Economics II and Law, which concentrates on business management. Economics I and Law is a compulsory subject in the A stream of the *atheneum* only; instruction in this subject is carried out in eleven lessons per week for the whole period of the course and starts, in general, in the 5th form. As far as the other types of *vwo* are concerned, Economics I and Law is an optional subject; the business management oriented course is only offered as an optional subject. Both disciplines may be selected for the final examinations which must be passed in at least seven subjects. Material which is to be examined is laid down by the Ministry of Education. The material of both the aforementioned subjects includes the following topics:

Economics I and Law

- subject matter and methods involved in general economics
- micro-economics (i.e. supply and demand, prices)
- macro-economics and intermediate level economics (i.e. economic circulation, money, economic growth)
- international economic relations
- economic systems
- national budget and economic policy in the Netherlands
- statistics

Economics II and Law

- basic concepts (e.g. types of enterprise)
- industrial organisation and personnel management
- bookkeeping
- estimation of cost
- accounting
- business management analysis
- financing
- market analysis and marketing
- techniques involved in business transactions (e.g. contracts, insurance, payment transactions)

The subject Economics is not available to the lower forms of the *vwo*. However, both the History and the Geography lessons tackle themes which have an economic dimension, e.g. the global economic crisis of the 1930s or the third world debt.

Economics in *havo* schools (senior general secondary education)

Within the five year framework of the education at this type of school both Commerce and Law as well as Economics are available as optional subjects in the final two years (amounting to a total of ten or two lessons per week, respectively). These subjects may also be chosen for the final examination which is taken in six subjects. The material to be examined is as follows:

Economics

- basic concepts
- economic circulation
- national product and national income
- economic trends and economic growth
- the consumer goods market and capital goods market
- money and finance
- the economic system and economic policy
- international business relations

Commerce and Law

- company law and organisational structures
- book-keeping
- estimation and management of costs
- cost analysis and profit analysis
- computation of interest and investment analysis
- financing
- market analysis
- techniques involved in and the law concerning economic transactions

Economics in *mavo* schools (junior general secondary education)

In *mavo* schools, all pupils attend compulsory lessons in Economics (i.e. two weekly lessons in the 2nd form). The course is basic and general in nature. The following themes are covered:

- buying and selling
- budgeting and administration
- saving and lending
- planning
- insurance
- accommodation
- work
- general socio-economic issues

Whilst priority in the *vwo* and *havo* schools is generally given to conveying knowledge, this subject aims explicitly at practical functions: it is intended that the pupils recognise their roles in the economy, that they should acquire practical skills and that they should be capable of adopting their own viewpoint when current issues arise. It is possible to do a more in-depth study of this subject in the 3rd and 4th forms by pursuing a further course of eight lessons per week altogether; it can also be chosen as one of the six examination subjects for the final examinations.

Economics in *lbo* schools (junior secondary vocational education)

Economics and economics-related subjects are an established part of the *lbo* curriculum. As from the examination year 1991-1992 a new syllabus for Economics will be introduced which has been harmonized with the *mavo* syllabus. At the same

time, the syllabuses for the so-called *handelsvakken* (commercial subjects) which are vocational in nature were revised, i.e. *bedrijfsadministratie* (business administration) and *bedrijfseconomie* (business management and economics). Because of their vocational orientation, these subjects will not be treated at any great length here.

The concept of *basisvorming* (basic education) and the status of economic awareness within the current trends in educational policy

In December 1987 the Minister of Education introduced a new law in Parliament which aims at stipulating the composition and objectives of a basic education which should be conveyed in primary schools and in the first years of secondary school. In this way it is hoped that all pupils will receive a broadly based general education, that specialisation at too early an age will be avoided, and generally speaking that the quality of education will be improved. With the aim of developing educational objectives (*eindtermen*) for the subject areas of primary schools and for the individual subjects in secondary schools research groups were set up in February 1988. Altogether, fourteen subjects were named as constituting a basic education at secondary school level. These included Economics. In December 1988 proposals for a curriculum were submitted by the research groups. After further discussions will have taken place and initial trial will have been completed, these suggestions are scheduled to be developed into draft laws for a new primary education law and a new secondary education law in 1990.

It appears to be a typical feature of the newly conceived basic education that subjects once traditionally limited to individual types of school and pupils in higher forms and which were regarded as being vocational in nature are now to be introduced in the twelve-to-fourteen-year-old age group. This applies to Economics as well as Computing Studies and Technology. As far as the objectives for Economics are concerned, the compulsory subject in the 2nd form of *mavo* can be viewed as a forerunner. The experience gained with this subject proved to be of value when it came to identifying the pedagogic objectives of Economics as a component of the new basic education. Amongst other requirements, one starting point for the development of a draft curriculum was that 80 lessons should be set aside for the subject area of Economics.

In the report submitted by the research group, general objectives as well as concrete educational aims are elaborated upon. The following objectives were stated:

- knowledge of economic activity in one's own country as well as other countries;
- knowledge of one's own role and the role of others in the economy, in particular an understanding of the role of consumer and of citizen;
- practical knowledge and skills relating to present and future behaviour within these roles;
- an understanding of one's own norms and values and of the values and norms of others which form the basis of the various economic and social views within society;
- an understanding of the economic aspects of contemporary social phenomena and problems;
- the knowledge and skills and attitudes necessary to comprehend central economic issues and concepts;
- the knowledge and skills and attitudes necessary for choosing the next stage in the educational process and a career;
- inter-disciplinary skills and attitudes which are of importance for the student's present and future life within society.

The topics which are taught fall under the following headings:

1) the pupil as a consumer
2) the pupil and the world of work
3) the pupil as a citizen
4) general skills and attitudes

The following fundamental pedagogical objectives are to be pursued:

- pupils should receive an introduction to the essential economic interrelationships;
- pupils should gain an insight into their own roles within these contexts;
- pupils should acquire practical knowledge and skills;
- pupils should be able to critically examine the various standpoints and be able to understand the values and norms on which they are based.

Lessons within the framework of the first topic area should aim at tackling the following aspects: the role of consumption in the business world; the pupil as a consumer; practical knowledge and skills (i.e. the drafting of a budget, maintaining accounts of income and expenditure, saving and loans, the comparison of goods, consumer information, the different modes of payment); and the critical examination of decisions on consumption.

As regards lessons relating to the second topic area, they too are to concentrate initially on basic concepts and a factual background before tackling the role of the individual. It is intended that the following points be covered: the factors of production such as labour, capital and natural resources; the role of the State and private enterprise; basic commercial concepts; current social and technological de-

velopments. The practical knowledge and skills assigned to this topic area represent a part of the process of preparing pupils for a career. The areas to be covered include working conditions, the job market and how to gain employment, as well as the legal position of the unemployed.

Finally, under the third topic area, it is civic education which is given precedence - with the following themes being discussed: the role of the State in the economy; distribution of income; the situation regarding employment and unemployment in the Netherlands; international economic relations (including the Netherlands' role in the EC and the problems of the third world); environmental issues from an economic perspective. Once again, the four pedagogic objectives outlined above are to be pursued in relation to this area.

Apart from the proposals concerning the pedagogic objectives, the report compiled by the research group contains other recommendations. Coordination of Economics and other subjects (Geography, History, Civics, Technology, Mathematics and Computing Studies) is seen as desirable. Pupils should play an active role in the classroom and, whenever possible, their own backgrounds should be taken as a starting point for lessons. It is not just factual knowledge that should be provided, but practical skills, too. Moreover, the adoption of specific intellectual attitudes should be encouraged; in this way, cultural and sexual discrimination may be overcome.

Teaching methods, teaching aids and materials

Teaching methods, teaching aids and teaching materials are basically traditional in nature. It is entirely up to the individual teacher whether audiovisual aids are used or whether project-work is chosen as a basis for lessons. Co-operation with partners outside the school environment is unusual. If Economics does become a compulsory subject for all pupils, even the younger ones, this must be seen as a challenge to the teaching methods in use. The report of the research group on Economics in basic education lists a series of activities which could help to further the aims of the subject: group investigations with the aid of written and audiovisual sources or surveys; visits to factories or lectures in the school by representatives of organisations not connected with the school; visits to sessions of the district council; the use of computers with exercises related specifically to the subject in hand.

Initial and in-service teacher training

In order to qualify as a teacher for *mavo* (junior general secondary education) and the lower forms of *havo* (senior general secondary education) and *vwo* (pre-university schools) a teacher training college must be attended (for a period of four years). To be able to teach in the higher forms of *havo* and *vwo*, i.e. the level at which Economics has hitherto been available as a subject, a relevant university degree must be obtained (a course of studies lasts five to six years, teacher training included).

Various possibilities are offered in the field of in-service training for teachers, some of which include Economics. As the research group report points out, the introduction of Economics within the framework of basic education would necessitate the introduction of further training in this field, both regarding subject matter and methods employed.

PORTUGAL

Economic awareness in the Portuguese school system

At the middle and higher levels of secondary education, Economics is taught as a separate discipline. It is general in nature, but only has the status of an option. These lessons pursue two basic aims - that of providing an education in civics and that of providing the pupil with information on the world of work. They have two basic course components, i.e. an introduction to basic economic concepts and the treatment of recent economic issues.

A summary of the secondary school system

Secondary education begins after completion of 4 years of primary and 2 years of preparatory education. At the age of about 12 years all pupils begin the General Unified Course (*Curso Geral Unificado*) which lasts 3 years and at the end of which compulsory education is deemed to have been completed. In the 9th year lessons also include a compulsory option subject which relates specifically to a vocational field.

After the 9th year pupils are offered the following choices:

- a brief course of vocational training with a practical period lasting one and a half years;
- a technical-vocational complementary course lasting for three years which also grants the pupil the possibility of a course of studies at higher education level;
- a three year complementary course which is mainly aimed at preparing students for higher education (*Via de Ensino do Curso Complementar*).

Both the technical course and the preparatory course for higher education comprise various option streams. Within the latter there are 5 branches (*áreas de estudos*): Science; Science and Technology; Economics and Social Sciences; Humanities; Art. These branches are introduced in the 10th year. Courses include core subjects which all option streams have in common, compulsory subjects or compulsory option subjects which are specific to a given option stream, as well as a specific voca-

tional subject of the pupil's choice.

In addition to the system mentioned above there are evening classes for adults. These are of considerable importance considering the fact that compulsory education was not extended from 6 to 9 years until 1987. These courses will, nevertheless, not be dealt with here.

Economics in compulsory secondary education (*Curso Geral Unificado*)

Economics as a subject in its own right is not taught until the 9th year of the General Unified Course, i.e. in the last year of compulsory education. The course is entitled **Introduction to Economics** (*Introdução à actividade económica*). It is a compulsory option subject, as is for example the Introduction to Accounting (*Introdução à contabilidade*), which shares a certain amount of course content with the Economics course. 4 lessons a week are given over to the subject of Economics. These lessons are subject to continuous assessment. In order to gain the leaving certificate of the *Curso Geral Unificado*, the pupil must also achieve a pass in his compulsory option subject.

It is intended that the decision to take a certain compulsory option subject serve the purpose of a first stage in the process of choosing an eventual career. In spite of this, the subject *Introdução à actividade económica* is general in character in terms of its educational content. In the introduction to the course syllabus it states that lessons should be based on the assumption that the majority of pupils do not wish to specialise in this field, but that they will enter a career after the 9th year or continue in a different field altogether. For these reasons the following objectives are stated in the course syllabus:

- lessons should provide a general understanding of the basic economic concepts which are essential to every member of society;
- pupils should be made aware of the socio-economic conditions in Portugal;
- pupils should become familiar with the terminology which is increasingly being used by the various mass media in relation to economic questions;
- an interest in the major economic problems of today's world should be encouraged;
- they should be encouraged to analyse statistical data and to pay attention to news concerning economic events in the press, on the radio and on television;
- lessons should represent a component in the process of deciding on a career.

The syllabus is divided into 9 headings:

- from the production to the consumption of a product (examples, basic concepts)
- forces involved in economic activity (private consumers, industry, the State) and economic circulation
- international economic relations (e.g. balance of payments, tourism and migrant workers)
- money, prices, inflation
- aspects of the production of goods (e.g. role of human labour, branches of economic activity)
- trade and commerce
- distribution and use of income (in private and public spheres)
- economic systems in today's world
- problems of third world countries

In no way are themes related to economics confined to special courses. They play a role in a number of subjects; this ensures that all pupils receive lessons at some time or other which deal with basic economic issues. Even prior to secondary education there is an opportunity in the 5th year within the framework of lessons in **Social Studies** to gain an insight into economic issues (e.g. a knowledge of the branches of the economy, especially those represented in the local region, of Portugal's relations within Europe and the position of the country in the world). **Geography** lessons in the *Curso Unificado*, in particular, include aspects which relate to economics. The following topics are for example included in the syllabus for the 8th year: regional differences and their socio-economic consequences; Portugal in an international context - advantages of membership of the EC; the effect of tourism on the Portuguese balance of payments. In the 9th year industrialisation and its socio-economic consequences are included in the syllabus. And finally, **History** lessons deal with the economic dimension of historic events and developments.

Economics in the academic complementary course (*Via de Ensino do Curso Complementar*)

In the upper level of secondary education five different option streams (*áreas de estudos*) are distinguished. Only two of them offer lessons in Economics. These are the Economics and Social Sciences branch and the Humanities branch. The former includes Economics as a compulsory subject which is taught in the 10th and 11th year 3 lessons per week, whilst in the latter branch Economics is only offered as a compulsory option subject, which is taught either in the 10th or 11th year 3 lessons per week. The syllabus differs only in the additional second year of the eco-

nomic and sociological option stream in which there is an introduction to the history of the economy of Portugal and the Portuguese economy today. In addition, this branch also includes compulsory option subjects of a technical-vocational nature, such as Accountancy and Administration, in which economics plays a substantial part. There is no subject in the 12th year which includes lessons in economics. However, only pupils who have successfully completed their option course in Economics can proceed to the 12th year.

These lessons in Economics are basic and general in terms of their educational content and objectives, at least in the first year. This is partly the case because they are preceded by a compulsory option subject as opposed to a compulsory subject in the form below this; the pupils in the course have, therefore, various levels of previous knowledge. The syllabus includes the following teaching objectives:

- lessons should familiarise pupils with the basic concepts required for an understanding of the topics to be dealt with and for relating these to Portuguese conditions;
- pupils should be made aware of the economic issues affecting the modern world and possible solutions to these offered by modern Economics;
- they should become familiar with the methods of the science of Economics;
- pupils should develop the ability to analyse statistics as well as written texts and other didactic material on the subject;
- lessons should promote an ability to arrive at relevant conclusions and also stimulate a critical awareness;
- they should promote an understanding of the historic development of society.

The syllabus encompasses three broad topic areas: an introduction to basic economic concepts; a survey of economic systems; the problems of the developing countries. The first is related to the course concept for the 9th year, but these topics are approached on a more abstract level. The second subject area deals with the capitalist or free market system and the centrally planned or socialist economies with reference to developments and the structure of these systems. Forms of economic cooperation and integration in Europe are also discussed.

The second year of Economics lessons (in the Economics and Social Sciences branch) is devoted to the Portuguese economy. After a detailed historic survey, selected economic indicators such as gross national product and the balance of payments are discussed and also particular branches of the economy as well as economic relations with other countries.

Economics lessons also, of course, have a firm place in technical-vocational education, where in certain career areas a large number of lessons are devoted to Economics. As this, however, concerns vocational training it will not be dealt with at any great length here.

Teaching methods, teaching aids and materials

Great importance is assigned to effective didactic methods; all syllabuses contain relevant advice for the teacher. The importance of letting the pupil learn from his own experience and observation is stressed. It is recommended that teachers draw on statistics, graphs, press clippings, film and video items as well as textbooks. Audiovisual aids are provided by the State Institute for Educational Technology, but tapes, videos, films and the like are also available from private publishers. To provide further motivation and stimulation for the students, it is intended that group work, discussions, surveys and empirical investigations be included in the lessons. Visits to factories and institutions are encouraged, as are visits from outside experts to the school.

Initial and in-service teacher training

Teachers of Economics normally have one of a variety of diplomas in the fields of economics, administration and sociology. Their teaching qualifications are not simply limited to Economics, but encompass a group of subjects, e. Law, Sociology and Civil Administration. After completion of higher education they undergo a two year training course in the theoretical and practical aspects of teaching, during which they are attached to a school (*profissionalização*). Successful completion of this course is a requirement for permanent employment as a teacher.

In-service training courses are organised by the General Directorate of Basic and Secondary Education in the Ministry of Education for teachers who are in charge of subject areas. Teachers also have a legal right to take off 6 days per annum in order to attend seminars and conventions.

UNITED KINGDOM

Since there are different bodies governing the basic format of primary and secondary education (Department of Education and Science, Welsh Office, Department of Education for Northern Ireland, Scottish Education Department), the United Kingdom will be dealt with in two separate chapters entitled ENGLAND AND WALES and SCOTLAND. As there are close links in the coordination of education policy, England and Wales will be treated under one subject heading. Scotland will be treated as a separate entity. Northern Ireland will not be dealt with in this report. There is a third chapter which deals with the activities of government departments other than the education authorities and any activities undertaken by industry or commerce; these aspects apply to more or less the whole of the United Kingdom.

1. ENGLAND UND WALES

The status of economic awareness in the English and Welsh school system

Educationalists, school authorities, the schools themselves, and even the business sector, have been aware of the importance of a basic education in economics for all pupils for approximately the last decade. Various models have been developed as practical attempts at implementing this type of education. Subjects such as Economic Awareness (or Economic Understanding), Industrial Awareness (or Industrial Understanding), Enterprise Education, Business Education, to name but a few, aim at giving pupils an insight into basic economic problems and processes at varying levels (ranging from the family, business concerns and sectors of the economy right up to national and international relationships) and at enabling them to function within a variety of roles in the economy (e.g. as consumers or employees). The introduction of a National Curriculum, which is in process at present, means that the subject matter and teaching objectives of this subject area will, for the first time, be standardised. As a cross-curricular theme allowing for many possibilities in relation to the organization of lessons, economic awareness will undoubtedly enjoy a high status within the new curriculum.

A summary of the secondary school system

Generally speaking, compulsory education lasts for 11 years, 6 of which are spent at primary school (the 5-11-year-old age-group), followed by 5 years at secondary school (the 11-16-year-old age-group). The majority of secondary schools are comprehensive schools. Compulsory education ends at the age of 16. Many schools have sixth forms for the 16-18-year-old age-group, too. Alternatively, education at this level may continue at separate sixth form colleges and further education colleges.

On completion of compulsory education, pupils may sit for examinations which are organised by 5 regional examination boards and not by the schools themselves. These examinations, the General Certificate of Secondary Education (GCSE), are prepared for in the 10th and 11th years of compulsory education; it is the pupils themselves who select the subjects which are to be studied. This new set of examinations replaces the former "GCE O levels" (General Certificate of Education at Ordinary Level) and CSE (Certificate of Secondary Education); its introduction has meant the elimination of the previous system which entailed two different types of examination of varying academic standards.

On completion of the compulsory period of education, there are various options open to young people. As well as vocational courses at further education colleges and the training and employment opportunities provided by the government-run Youth Training Scheme, there are two possibilities within the secondary education system: a one-year course aimed at preparing students for employment, which leads to the Certificate of Prevocational Education (CPVE), and the two-year course within senior secondary education which leads to higher education entrance qualification. At this level pupils must opt for a limited number of subjects which culminate in examinations prepared by external examination boards. Here, it was recently decided to make a distinction between two types of courses of the same standard, but varying in content and teaching time: "advanced level" (A level) and "advanced supplementary level" (AS level). Two AS-level courses are the equivalent of one A-level course. The aim of this is to counteract the tendency for pupils to gain a specialist knowledge limited to a few subjects and provide them with a broadly-based education at the level of senior secondary education, and not just during the period of compulsory education.

At present the English and Welsh education system is undergoing reform, a process which was initiated by the Education Reform Act of 1988. The reforms affect the

teaching content of courses as well as assessment procedures and other matters relating to the administration and financing of schools. What is particularly interesting here is that a compulsory curriculum has been laid down for all pupils within compulsory education. This National Curriculum stipulates that three core subjects, namely English, Mathematics and Science, and seven foundation subjects (History, Geography, Music, Art, Physical Education, a Modern Foreign Language (11-16 only) and Technology) are to be compulsory for all students up to the end of compulsory schooling. A syllabus is being developed for each subject, which stipulates the teaching content as well as setting attainment targets for the knowledge and skills to be taught at each different level. The first syllabuses for some subjects and forms were introduced at the beginning of the 1989/1990 school year. The school reform also entails new types and methods of internal and external assessment. For the schools, the reform means that they must adhere to the teaching content as described in the syllabuses, regardless of the freedom they may have in terms of organizing their time and selecting the didactic methods which they employ. For the pupils, the reform means that they are no longer free to choose which subjects they study or sit examinations in, as was previously the case. It must, however, be added that it will still be possible to do optional subjects and interdisciplinary activities, especially in the 10th and 11th school years.

Economics in the secondary school system on the eve of reform

In the 10th and 11th school years, many schools have always offered separate courses in **Economics** and **Business Studies** which aim at GCSE examinations. Whereas courses in Economics are not chosen by many pupils, Business Studies courses are usually popular and are attended by about 25% of all pupils. The division of subjects, the teaching objectives and subject matter are all determined by the examination regulations which are formulated by the GCSE examination boards. For example, the Midland Examining Group offer 4 examination subjects: Economics, Commerce, Business Studies and Understanding Industrial Society. By way of example the aims and content of the latter are described below. This subject is interdisciplinary and innovative in nature. The aim of the subject is to enable pupils to:

- understand the basic economic problem of deciding what is produced, how it is produced and for whom it is produced;
- understand the main economic functions of industrial and commercial organisations in the United Kingdom;

- understand the processes by which political decisions can be made and how they can be influenced;
- appreciate the economic and political choices available to them as individuals and groups in society;
- understand and inter-relate major economic and political issues and appreciate the conflicts of motives;
- develop economic and political literacy and numeracy, the ability to handle data and reports and to distinguish between facts and opinions.

The following themes should be dealt with in the lessons:

- the factors involved in setting up a business enterprise
- industrial location
- a detailed study of a local (non-retail) firm
- labour relations
- attitudes to work and work satisfaction
- wholesale and retail distribution
- turnover and profits
- consumer protection
- supply and demand
- the private sector and the public sector
- how and why the government seeks to control the economy
- distribution of private incomes and wealth
- the consequences of business activities for society and the natural environment
- developed and less developed countries
- how decisions are made

As far as the range of topics in economics-related teaching is concerned, there is such a great variety that it is impossible to generalise; consequently, it is only possible to give specific examples. No uniform regulations have been formulated to govern the objectives and content of such subjects, nor will any be drawn up in future. This is because these subjects are not amongst the compulsory subjects of the National Curriculum. They will, however, continue to be available as optional courses in the last two years of compulsory education, and still exist as GCSE examination subjects. It remains to be seen though how the new National Curriculum will affect the degree of interest in these subjects.

There is also a whole range of Economics and Business Management subjects available in the sixth forms (senior secondary education, i.e. 16-18-year-old age-group) leading to A-level examinations or AS-level examinations. These courses have proved very popular with pupils. The objectives and aims of such subjects vary greatly. In comparison with GCSE-subjects, they are more specialist in content even though great importance is attached to empirical work and the development of an individual's general intellectual skills.

The school system in England and Wales has traditionally offered pupils a wide range of possibilities with regard to academic and vocational specialisation, in the form of examination subjects which pupils are free to choose. This has also been the case in the field of economics. At the same time, the task of developing pupils' characters has always been assigned great importance. This is why, for the last ten years or more, education authorities and educationalists have been debating the best form of providing, within the **general education** framework, a basic knowledge of economics and of equipping pupils with the appropriate skills and attitudes needed to participate in the economy in a responsible way.

The following are a few of the stages in this development in educational policy, which produced numerous suggestions of how to integrate this subject area into the curriculum, as well as numerous ideas concerning teaching aids and models for the in-service training of teachers: the 1977 report by the Economics Association about Economics as a part of general education; the introduction of the project TVEI (Technical and Vocational Education Initiative), initiated by the Manpower Services Commission (now called the Training Agency) in 1983, which aimed at a reorientation of the curriculum so that it would be more able to meet the demands of the world of work; the so-called Industry Year of 1986, which nurtured links between education and industry and resulted in various forms of cooperation; the report by Her Majesty's Inspectorate (HMI) about the status of economic understanding within the curriculum; and lastly, the formation of a working group "Educating for Economic Awareness" within the present National Curriculum Council, which was commissioned to coordinate and promote the cross-curricular theme of economic awareness within the framework of the National Curriculum.

On the basis of the 1987 report of Her Majesty's Inspectorate, it is possible to gain an insight into the state of economic awareness as it exists at the moment before the guidelines and recommendations of the National Curriculum are implemented. For this reason, a short account of the report is given below. The HMI report is based on the findings of 22 school inspection visits which investigated the manner in which these schools approached the teaching of economic understanding. Their findings were based on a basic definition which stipulated that pupils should acquire a background knowledge and an understanding of certain basic concepts, develop certain skills and attitudes and be capable of applying these attributes to different situations (i.e. producer, consumer, citizen). The results of the research show that there are 4 different types of teaching format:

- separate subjects - including prevocational courses - in which the emphasis is on economics and where an external examination may be taken at the end of the course; such courses were available at all the schools which were visited.
- subjects such as Geography or Social Studies, which deal with certain economic themes; the report comes to the conclusion that there is a considerable potential for economic understanding in these subjects, but that this approach is not yet sufficiently developed despite some encouraging examples.
- core modules in economic awareness, which varied in terms of breadth and scope and which were not subject to assessment, e.g. as part of Personal and Social Education (PSE); these courses, however, are often limited to a single issue such as consumer education.
- extra-curricular activities, such as work experience, the setting-up of small firms, or different forms of cooperation with the business sector; this informal kind of teaching was widespread in all schools, but most of the time it does not address all the objectives of an education in economic awareness.

The future development of the subject of Economics within compulsory secondary education

Schools, local education authorities, teachers' associations and the departments of education of several universities had been developing didactic models, teaching material and programmes for the in-service training of teachers in the field of economic awareness for some time when a working group was set up within the School Curriculum Development Committee (now the National Curriculum Council). This working group is responsible for the documentation and coordination of the various activities within this subject area as well as having the task of developing a basic framework for an education in economic awareness and making recommendations to the education authorities and teachers. When the group was founded, a basic definition of "economic awareness" was agreed upon which encompassed the following points:

- an understanding of basic economic ideas (such as the scarcity of resources and the need to consider different interests and make decisions);
- the competence to apply this knowledge as well as skills of critical review and analysis to economic issues and problems so that balanced and informed decisions are made with due regard to evidence and moral values and social responsibility;
- the capability to participate positively as a producer, consumer and citizen in adult society able to identify and evaluate the economic aspects of decision making at all levels.

In the meantime, this concept has been subjected to further development by the working group entitled Educating for Economic Awareness. A report, which has not yet been published, discusses the various forms of curricular integration and formulates educational objectives with respect to the knowledge, skills and attitudes relating to all stages of primary and secondary education (i.e. the 4 key stages). It is suggested that the theme of Economics should penetrate the whole of the curriculum. The precise method of realising this aim is through the tried and tested possibilities already mentioned, i.e. as an integral theme of different subjects of the National Curriculum, as a component of PSE (Personal and Social Education) and in the form of separate modules of limited content and duration. Great significance is assigned to first-hand experience of the working world and various sectors of the economy as well as to encouraging pupils to take the initiative and to the pupil's own social learning process. The working paper contains an extensive catalogue of examples as to how the objectives of an education in economic awareness may be pursued at the various key stages with reference to various aspects of the curriculum. For example, a basic economic problem, such as the distribution of income may be incorporated into a Mathematics lesson (statistical aspect), a Geography lesson (regional variations), or an English lesson (social aspect). A business management question such as the cost of manufacturing a given product may be incorporated into Mathematics, Design and Technology, a project involving the setting-up of a mini-firm, or a visit to a company.

The way in which economic awareness is to be integrated into each individual subject and the curriculum as a whole will be the subject of recommendations made by the working group Educating for Economic Awareness scheduled for 1990. In the meantime, syllabuses for all subjects within the National Curriculum are being developed which incorporate elements of economic awareness. One of the first syllabuses to be developed was that for Design and Technology, which is due to come into force in 1990/91. In this subject, it is intended that pupils should develop the ability to recognize people's material needs in different contexts (home, leisure, business) and how these needs may be satisfied; pupils should themselves also learn to design, make and judge specific objects and systems. This process also involves other factors such as a knowledge of the properties of different materials, the ability to handle pieces of equipment such as a computer, graphics and aesthetic considerations as well as economic and business management aspects. As an example of this, a question concerning the relationship between the production costs, quality and demand of a given product could arise, or perhaps a question concerning what form of advertising to adopt, or whether a product is environmentally friendly.

This subject is inter-disciplinary in nature and is also an important constituent for the cross-curricular theme of Economic and Industrial Awareness. In order to achieve the objectives of this subject, it is essential to have activities in the classroom which are realistic and provide some insight to actual practices in the world of work, e.g. via various forms of cooperation with industry and commerce.

Teaching methods, teaching aids and materials

The range of teaching formats and aids in the field of economic awareness is remarkable. Wherever it is either possible or sensible, knowledge and skills are developed through practical activity as opposed to the teacher merely providing facts. For this reason, pupils undertake small investigations and field visits, such as conducting local market research (when it comes to grading the GCSE written examination projects such as these are taken into account); the setting-up of a mini-firm teaches the pupils which aspects are involved in entrepreneurial activity and how they may achieve a business success as a group; or, by visiting a firm or doing work experience, they gain first-hand knowledge of the working world. In addition, inter-disciplinary approaches and projects are widespread. There is no lack of teaching aids. Films, computer programmes, games, texts etc. are provided by a variety of bodies - within the framework of projects in the educational sector, by public bodies such as the National Consumer Council, and also to a great extent by the big business enterprises.

Initial and in-service teacher training

Prospective teachers must either complete a course of studies lasting for three or four years which results in the award of the degree of Bachelor of Education or a course of specialised studies (e.g. within the area of Economics) followed by a one-year post-graduate certificate in education. At present the extension of economic awareness to all classes and to many subjects means that the teaching of these issues can only in part be covered by teachers who have specialised in the field. Therefore, the in-service training of teachers is of great importance. It is the teacher training colleges, the local education authorities, the so-called teacher centres and the teachers' associations that are responsible for this. As far as the

subject area of economic awareness is concerned, many higher education establishments have developed programmes for the further training of teachers, and to advise local education authorities and help compose teaching material (e.g. EcATT - Economic Awareness Teacher Training Programme at the Institute of Education of London University).

2. SCOTLAND

Economic awareness in the Scottish school system

The aim of granting all children a basic education in economics is given a high priority within the Scottish school system, even though it is accepted that only a minority of pupils will eventually engage in more detailed study. A curriculum model is recommended which suggests that all pupils take part in lessons in economic awareness, though within the framework of a variety of types of lesson with varying levels of specialisation in the subject. The main didactic aims are a concentration on fundamental concepts, the teaching of certain skills and attitudes instead of factual knowledge, and a pupil-oriented and activity-based approach to teaching.

A summary of the secondary school system

Primary education in Scotland comprises seven years (from five to twelve years of age); secondary education lasts for six years, of which four years are compulsory (ages from twelve to eighteen years old and twelve to sixteen respectively). It is the comprehensive system which dominates in secondary education. Whilst the first two years of secondary education, S1 and S2, are designed to give pupils a general education and are regarded as an exploratory period, in the 3rd and 4th years of secondary education (S3/S4) pupils must choose from a range of subjects. In the following two years, S5/S6 pupils concentrate on a smaller number of subjects.

In the final year of compulsory education (11th year) pupils sit examinations to attain the Standard Grade of the Scottish Certificate of Education (replacing the Ordinary Grade). These are organised by the Scottish Examination Board, a body established in Scottish educational law. Given the fact that there is no compulsory curriculum in Scotland, and the fact that only recommended standards and guidelines exist, these centrally organised examinations guarantee a uniform standard of secondary education throughout the country.

During the 5th and 6th year of secondary education the examinations for the Higher Grade of the Scottish Certificate of Education can be taken. These are also organised by the Scottish Examination Board. As a rule five to six subjects are chosen

by the pupil. The "Highers" can be compared to the A-levels in the English system, but they are frequently taken one year earlier than is usual in England and in more than the two to three subjects which are common to the English system. In addition, pupils can take examinations at a higher level during the sixth year of secondary education, in up to three subjects for the Certificate of Sixth Year Studies. In order to enter higher education a pupil requires certain Higher Grades depending on the faculty requirements and type of higher education establishment in which the pupil wishes to study.

Economics in compulsory secondary education

There is no prescribed curriculum which determines the extent to which Economics should play a part in secondary education. There are, however, guidelines and recommendations issued by various committees and panels at the request of the Secretary of State for Scotland and other education authorities. In this connection it is worth mentioning the Scottish Consultative Council on the Curriculum (SCCC). It recommends concepts concerning the formulation of curricula to the education authorities, as well as advising and aiding teachers in their task.

According to the guidelines of the SCCC on secondary education issued in July 1989 (Curriculum Design for the Secondary Stages. Guidelines for Headteachers. First Revised Edition) it is intended that pupils in the secondary education stage are given a broad and balanced education in eight subject areas (modes). Two of these (Social and Environmental Studies and Technological Activities and Applications) contain components covering economic awareness.

In the first and second years of secondary school (S1 and S2) the study of economic themes is pursued mainly through the social subjects or in the form of optional activities (e.g. mini-enterprises). In S3 and S4 provision is made for specialisation within a subject area. Within the framework of Social and Environmental Studies, pupils therefore select one or more of the following subjects which all, to a lesser or greater extent, include studies of economics: Economics, Geography, History or multidisciplinary subjects (Modern Studies, Contemporary Social Studies). All of the subjects mentioned above can be chosen for the final examination. Schools can offer other activities (non-examination subjects) in this field such as Consumer Studies, Industrial Studies and Economic Awareness. In the Technological Activities

and Applications area, the pupil can choose between the following subjects which are of interest in this context: Accounting and Finance, Home Economics, Office and Information Studies, and Social and Vocational Skills.

A summary of the concept of economic awareness

The SCCC have issued two papers which define a comprehensive overall concept for education in the field of economics and business. Firstly, in 1984 the Scottish Education/Industry Committee (SEIC) was founded within the framework of the SCCC and it proceeded, in November 1987, to issue Guidelines on Economic Awareness. Secondly, in 1986 a review group was appointed, which issued recommendations concerning the role of Business Education (a report was published in September 1987). What is interesting is that in both cases the aim was not to lay down guidelines as to the course content in a specific subject, but rather to develop a concept for an elementary and very broad basic education in this field for all pupils irrespective of their individual talents or specialised subject choices.

The SEIC Report of 1987 on economic awareness states:

> Education for economic awareness should be seen as part of the general education of young people, and should seek to provide them with the means to investigate and look objectively and creatively at economic aspects of life. More particularly it should concern itself with the preparation of young people for the world of work and participation in an industrialised society. It should provide pupils with a tool-kit of knowledge, understanding and skills rather than a list of topics to be memorised.

The report describes 3 ways of integrating economic awareness into secondary education:

- Economics as a separate subject
  (this would only involve a small number of pupils)
- syllabus inserts, as a course component within subjects like Geography and also as independent units
  (this would involve the majority of pupils)
- permeation of the general curriculum
  (this would involve all pupils)

Economics is already taught as a separate optional subject in many schools at S3 and S4 levels within Social and Environmental Studies courses (usually 3 lessons per week). The objectives and contents of lessons in this subject are described in a report by the Scottish Examination Board (issued in 1988), in which particular emphasis is laid on the general educational character of the subject, even though of course considerable importance is assigned to preparing pupils for choosing a career:

> Economics is identified as both a social science and a business study, and can be seen to contribute to the vocational as well as general education of pupils.
> ...
> The course is designed to equip pupils with knowledge and skills which will enable them to understand more fully the economic dimension of their own lives and of society in general. The course should help them to become better economic decision-makers, both at a personal level and within society as a whole.

The study of economics is to develop in the pupil a basic understanding of economic key concepts: the shortage of resources, the problem of allocating the resources and their effective use. These key concepts are to be applied in different contexts:

- economic systems
- production
- consumption
- market mechanisms
- money, finance and banking
- international trade
- public finance
- economic growth
- inflation
- regional disparities
- unemployment

In addition to helping pupils to grasp key concepts and apply these to various issues, it is also considered important that the objective of developing certain intellectual and practical skills be achieved, e.g. the ability of the pupils to collect and evaluate data and to present findings from investigations and draw conclusions. Pupils will also work on a "project" which is to be taken into consideration in their assessment.

The SEIC report contends that an education in economic awareness may satisfactorily be achieved by means other than a separate subject. Considerable importance is,

therefore, attached to the inclusion of syllabus inserts on economic awareness in the general curriculum. At present various subjects already contain such syllabus inserts. The newly developed Standard Grade subject Social and Vocational Skills is of particular interest in this context. It is not structured according to subject topics, but deals instead with 3 major areas: home - work - community and includes numerous practical activities. Lesson units on economic awareness need not necessarily constitute part of a recognised examination subject. It is recommended that lesson units of about 20 - 40 lessons be devised which should be viewed as being complementary to the general curriculum. In S3 to S6 schools can offer additional options in the form of course modules in vocational education which are recognised by the Scottish Vocational Education Council in respect of the National Certificate, a vocational qualification.

In addition to the report by the Scottish Education/Industry Committee on economic awareness, the discussion on business education, which has resulted in a report by a review group appointed by the SCCC, is also worth mentioning here. This report also proposes a comprehensive concept involving various subjects and types of lesson, and envisages varying intensities of the course content. Business education is based in part on economic awareness but tends to stress industrial and administrative skills and can, therefore, be viewed as being more vocational in character. The report emphasises, however, that each pupil should, during the course of compulsory education, have had some experience at some stage with at least three basic components:

- keyboarding skills
- economic awareness
- money management

In this context the panel of experts also recommends as many pupils as possible receive modules of the National Certificate (i.e. lessons taken from the vocational training courses as well as other short courses). Pupils who wish to concentrate on business education subjects can at the level of Standard Grade choose the following subjects in addition to Economics: Accounting and Finance, and Office and Information Studies.

Economics at Higher Grade level

In the final two years of secondary education pupils concentrate on a limited number of subjects (usually 5 - 6) and prepare for the Higher Grade examinations. Apart from Geography, History and Modern Studies, in which economic matters are included as individual course units with a variety of educational objectives, pupils can choose from the following subjects, which are economic in the narrowest sense of the word: Economics, Economic History, Accounting and Finance and - a subject which is to be introduced soon - Management and Information Studies. Out of the subjects mentioned above, Economics is more general in terms of its educational content and will, therefore, be discussed briefly below.

The syllabus for the final examination mentions the following objectives:

- an understanding of the basic concepts and principles of economics;
- the capacity to apply this understanding to the analysis of economic problems;
- an understanding of the nature and extent of economic interdependence;
- an appreciation of the economic dimension of life and of the changing economic framework in the United Kingdom;
- economic literacy and numeracy;
- an appreciation of the applicability and limitations of economic theory in contemporary society.

The emphasis is laid on the importance of a basic knowledge of methodology (deductive and inductive argumentation, use of empirical data, facts in contrast to value judgements). The examinations demand more in the way of the application of analytical skills than a simple knowledge of facts.

The examination is based on the following course content:

- scarcity and choice
- consumer behaviour
- producer behaviour
- markets
- circular flow of income and expenditure
- money, credit and the national income
- international trade and payments
- the operation of mixed economy in the United Kingdom (the public and private sectors of the economy: the labour market and industrial relations - the industrial structure and market imperfections - financial institutions; government objectives and policies)
- external economic relations of the United Kingdom

Teaching methods, teaching aids and materials

The question of which didactic methods are most appropriate for achieving the objectives of an education in economic awareness or a specialist subject in the narrowest sense of the term is assigned great importance in all reports concerned with this field. One recommendation is repeated often, that is the suggestion that lessons should be pupil-oriented, that the pupils' own experiences be drawn upon and that pupils be engaged in activities of their own. The following activities are considered suitable for this type of lesson: research work undertaken by the pupils and projects completed by individuals or in groups (in the subject Economics a so-called investigation even constitutes a compulsory part of the final examination); role-playing (e.g. wage negotiations or board meetings); first hand economic experience such as e.g. publication of a school magazine; creating a mini-enterprise; work on computers. A relationship to the economic reality should be maintained wherever possible. This can be achieved using a number of possibilities ranging, for example, from an evaluation of recent news items in the media, visits to local companies, talks by members of the business community in the school to even work experience completed by pupils over a period of a number of days. Innovative teaching methods such as those mentioned above presuppose the availability of suitable teaching aids and materials. This requirement is met both by the SCCC, which is constantly in the process of assessing existing material and developing new material, and by various associations and the private sector, which produce teaching materials.

Initial and in-service teacher training

Staff who are involved in teaching Economics or Business Studies in the secondary school system will have completed studies at an institute of higher education in the field of economic sciences and also to a certain extent in the field of social sciences. To qualify as a teacher they attend a one year course at a College of Education. To gain a place on a teacher training course proof of certain qualifications must be submitted.

In order to expand courses in economic awareness it will be necessary to train more teachers to assume responsibilities in this field. This can be done on the basis of suitable in-service training courses and by extending the course content of initial

teacher training. There is also an increasing demand for teachers in traditional Economics. The Colleges of Education will react to this fact by adjusting the policy on admittance to teacher training courses.

The educational authorities organise various forms of in-service-training for teachers. In addition to this, many teachers are members of the Economic Association, a body which organises events for pupils as well as for teachers, some of which are organised in co-operation with trade and industry.

3. GOVERNMENT INITIATIVES AND INITIATIVES UNDERTAKEN BY INDUSTRY AND COMMERCE IN THE UNITED KINGDOM

It is not only the education authorities who have been advocating the idea that all pupils should be provided with a basic knowledge of economics and an adequate preparation for gainful employment. It has in fact been the Department of Employment and the Department of Trade and Industry which have on the whole taken steps to attune the education pupils receive in school to the demands of working life. In addition to this, there is a whole range of non-profit-making organisations and associations as well as others run by industry and commerce, which have set themselves the aim of encouraging cooperation between schools and business, and of stimulating changes in educational content.

The measures taken by the Department of Employment aim at facilitating the transition from school to work. The education authorities are provided with considerable means within the framework of the TVEI-project (Technical and Vocational Education Initiative), introduced in 1983, to enable them to adapt the range of subjects on offer at school as well as school equipment and teaching qualifications to the economic and technological demands of the future. Furthermore the Department of Employment actively encourages a special form of cooperation between schools and industry in the form of the so-called "compacts" whereby business enterprises guarantee school-leavers training places and jobs. Finally, this department also oversees the local Careers Services, which assist pupils in the process of selecting a career. The Department of Trade and Industry's role lies in encouraging close links between education and industry, and in giving both pupils and teachers an insight into enterprise. It is sponsoring a network of local advisers to deal with matters relating to cooperation between schools and industry. A programme of work experience for teachers is also planned.

A subject of special interest here is the TVEI project which can be implemented on a voluntary basis by all local education authorities in the United Kingdom. It is directed at all pupils from the age of 14 upwards, i.e. the last two years of compulsory education and beyond, and has the following aims: to nurture a close relationship between teaching material, the reality of working life and recent scientific and technological progress; to provide insights into the public sector and the business world, especially via work experience; and to encourage teaching methods which place an emphasis on developing initiative, motivation and problem-solving

skills. The project is enjoying increasing popularity and has already resulted in a multitude of teaching programmes and teacher training initiatives as well as stimulating cooperation between schools and industry.

Another new development to help prepare young people for active employment and to boost cooperation between schools and industry is the establishment of the so-called compacts. The first such partnership between schools and industry, involving a whole range of special features which are an integral part of the programme (based on an American model), came into being in 1987 in what is one of London's main social flash-points - in the East of London, where there is a large immigrant population and unemployment is high. Since then, three more compacts have come into existence in other parts of London, all of which are coordinated by the London Education Business Partnership, in which the London education authorities and a consortium of firms work together. The United Kingdom now boasts approximately 30 such partnerships, which are financed by the Training Agency and in which thousands of pupils have already been involved. A compact is a type of agreement between a group of schools and a group of firms which undertake to fulfill certain commitments. The schools and the pupils make a pledge to increase their levels of attainment measured in terms of certain criteria (e.g. attendance of lessons, numbers sitting examinations). The content of lessons are more closely connected to actual life and class work is related to the working world. Careers guidance, work experience and PSE (Personal and Social Education) all play more important roles. In turn, the enterprises which are taking part guarantee jobs and training for all school leavers who manage to fulfil certain stipulated conditions. They also work with the schools in many other ways: work experience placements and vacation work are provided; teachers and pupils alike may participate in a work shadowing scheme (in contrast with work experience, this involves the observation of a person in their professional environment, mostly jobs of senior or management rank); employees of firms may spend a certain amount of time working in the schools themselves; teachers may be delegated to firms for a length of time; firms may help by providing careers advisory services or by contributing to teaching projects. Everyone benefits from the partnership: the pupils are more motivated and receive an education which is more in keeping with the outside world; the schools are able to expand upon their range of subjects and the teachers are able to gain further experience; and lastly, employers receive more motivated and better prepared young workers.

Whereas both the TVEI and compacts initiatives are related to education policy and labour policy, other projects are actually more pedagogical in character. For exam-

ple, the SCIP project (School Curriculum Industry Partnership), which enjoys the support of a network of coordinators within the local education authorities, has, for the last decade or so, tried to add a dimension to the curriculum which relates it more closely to the working world. Great attention is given to encouraging partners from outside the school (AOTs - Adults other than teachers) to participate within the education system, whether it be in the development and implementation of the curriculum or in encouraging innovations in teaching methods in and outside the school.

During recent years, the number of organisations which aim at promoting cooperation between schools and industry, whether they are coordinating various activities or whether they are running their own specific programmes (e.g. the Young Enterprise Programme), has grown enormously. For this reason, a national umbrella organisation was created in June 1989, the Foundation for Education Business Partnerships. This organisation is responsible for the coordination of regional initiatives and for developing overall concepts, and is jointly supported by both government and business. The new national body will partly be based on the work carried out so far by "Business in the Community", an association supported by business and government promoting school-industry links. Other more extensive initiatives which cover many areas of the United Kingdom include the Industry Matters project of the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce), the activities of the British Institute of Management, the non-profit-making organisation CRAC (Careers Research and Advisory Centre) and the UBI initiative (Understanding British Industry), which is carried out with the support of the CBI (Confederation of British Industry).

There are many different forms of cooperation between schools and firms: work experience and work shadowing for pupils, work shadowing and secondment to firms for teachers, participation in careers guidance, the delegation of firms' employees to help with schools' teaching projects (e.g. mini-enterprises), the compilation of teaching material, the involvement of representatives from industry in curriculum committees and the schools' boards of governors, support of in-service training for teachers, and financial support for research into the teaching of Economics.

COMPARISON AND SYNTHESIS

1. A comparison of the range of subjects available in the EC states

The reports on each country of the European Community clearly show that the subject area of Economics is not as firmly established in the curriculum of general education schools as other subject areas such as Science, History or Social Studies. On the other hand, Economics in its various forms has already gained a set place within the range of subjects offered and has either achieved a fixed allocation of teaching time or efforts are being made to increase its importance within the curriculum. The subject's status in each individual country varies to such an extent that it is difficult to make international comparisons, especially as Economics lies, to a greater extent than any other areas, on the border between general and vocational education, a border which is defined differently by the individual states of the European Community.

Despite these difficulties, an attempt has been made, in the form of a table, to present a comparative survey of the current status of Economics lessons within the general education system. Without actually going into the details of the pedagogic objectives here, it would appear that a comparison demands that a differentiation be made between two types of subjects: subjects which aim at providing basic knowledge and others which are more specialist in nature. A **basic course** aims at providing a basic knowledge of economics and business management as well as political and economic relationships. It also encourages pupils to use this knowledge to orientate themselves within the economy and in their subsequent careers and to make conscious decisions. As the research into each of the EC states has shown, integration of this basic education into the compulsory education curriculum has taken two forms: an organisationally independent form, i.e. normally as a subject in its own right, or an interdisciplinary form, i.e. as one topic taught within one or more subjects. **Specialisation** in this subject area can begin as early as the compulsory education stage; it is also normally undertaken at upper secondary level with the aim of providing higher education entrance qualifications. Specialisation is characterised by a scientific grounding in the subject matter, a more systematic treatment and, in some cases, a concentration on specific constituent areas such as business management. The range of teaching formats currently available at upper secondary level within the respective school systems is quite diverse; they extend from lessons in basic concepts and certain areas of economics within the context of other subjects right up to subjects of an academic nature with a high degree of specialisation and a considerable amount of teaching time, which are only selected by a small number of pupils. The diagram, therefore, differentiates between "general"

	The range of subjects available within compulsory education which aim at providing a basic education in economics C = Compulsory for all Pupils O = Optional		The range of subjects which are specialist in nature, without actually being specifically vocational C = Compulsory for all pupils O = Optional		
	as a separate subject	as a topic area covered by different subjects	in the 14-16-year-old age-group	at upper secondary level where courses lead to higher education entrance qualifications	
				general education	specialist
B	optional subject in 7th (only in French-speaking part of Belgium) and 8th school years	no information	various options in 9th and 10th school years	'complementary activities' (O) with 2 weekly lessons	several options varying in content and teaching time
DK	no	Social Studies (C) Vocational Studies (O) 8th-9th/10th school years	no	teaching module in History (C)	Social Science (O) Business Studies (O)
D	in part: depending on the Land and type of school	Social Studies (C) Geography (C) Vocational Studies (Arbeitslehre - not in all Länder or in all types of school: designations vary from Land to Land)	in part: depending on the Land and type of school	basic-level courses (O) in: Economics Geography Social Studies/Politics	Economics as main-subject course (O)
GR	no	no information	no	no information	compulsory courses specific to a particular branch
E	no	Social Studies (C) 6th-8th school year in future: Social Studies (C) Technology (C) Optional subjects 7th-10th school years	no	Geography (C)	in future: Administration and Business Management (compulsory in a particular branch) Economics (O)
F	no	teaching module in History/Geography (C) Civics (C) Technology (C) cross-curricular themes (C) 6th-9th school years	no	compulsory courses for general BAC in the 10th year Geography (C) Economics (O) 11th-12th years	Economics and Social Sciences (compulsory course specific to a branch) Business Management (O)
IR	no	Geography (C) Civics (C)	Commerce (O)	no	Economics (O) Business Organisation (O) Accounting (O) Economic history (O)
I	in future: compulsory subject in 9th and 10th school years	Geography (C) History (C) Civics (C)	no	within Social Science courses	not in general education schools
L	no	Geography (C) Civics (C)	only in technical secondary education	Economics (C) Geography (C)	Economics and Social Sciences (compulsory course specific to a particular branch)
NL	currently compulsory subject in mavo only in future: basic economic education for all pupils	Geography (C)	Commerce (O) mavo (in the last 2 forms)	Economics (O) Commerce (O) in havo	Economics (compulsory in one branch of vwo otherwise optional) Business Management (O) in vwo
P	Economics (O) 9th school year	Social Studies (C) 5th school year Geography (C) History (C) 8th and 9th school years	no	compulsory subject in Humanities branch	compulsory subject in the Economics branch
UK	in the form of teaching modules of limited duration	various Social Studies subjects Technology (compulsory curriculum exists only in England and Wales) 'Permeation of subjects'	various courses (O) in 10th and 11th school years, leading to examinations: GCSE or SCE (Scotland)	no	various courses (O) leading to examinations i.e A or AS level, or Higher-grade level (Scotland)

education and "specialist" education bearing in mind, however, that the defining line is very hard to draw.

A **basic education in economics** within compulsory education is rarely provided in the form of a **single subject.** In both **Belgium** and **Portugal** there is an optional course which aims to do just that. In the **Netherlands** there is one type of school (*mavo*; junior general secondary education) which provides a separate compulsory course in this subject; in addition, attempts are being made to incorporate a separate teaching unit in economic awareness, consisting of a total of 80 lessons, into the common basic education (12-14-year-old age-group). In **Italy**, it is intended, within the framework of the extension of compulsory education, to introduce the compulsory subject "Law and Economics" in the 9th and 10th forms. In the **Federal Republic of Germany**, some *Länder* already make provisions for a separate subject in this area within compulsory secondary education. The situation varies, however, depending on the type of school.

Usually, a basic education in economic awareness is achieved by incorporating the related themes into **different subjects:** in Geography, Social Studies, Civics, History, or Technology to mention just a few. The subjects which are used for this purpose in the member states of the EC are shown in the table. In principle, interdisciplinary courses would appear to offer just as much as separate courses in economic awareness. However, just because individual economic themes may be dealt with, it does not actually mean that a comprehensive education in economics is being provided. The success of this approach depends on the coordination of the various subjects, that is to say on evolving an overall concept which defines those subjects most suited to the teaching objectives and teaching content and which actually makes it possible to adopt an interdisciplinary approach. The concept discussed in the **United Kingdom**, which revolves around "permeation" of the curriculum through the inclusion of different economic themes and perspectives of the economy, appears to be exemplary. In addition, not all subjects are equally suited to the task of incorporating the subject matter and objectives of the field of economic awareness. Some countries have introduced subjects which overlap with the subject of Economics and are explicitly designed to promote economic awareness, the subject of *Arbeitslehre* (Introduction to the world of work) in the **Federal Republic of Germany** for example or the subject of Vocational Studies in **Denmark.** Owing to a change of approach towards the subject of Geography, it is often regarded as being a suitable discipline for dealing with matters relating to the economy, economic policies or ecology (see e.g. the concept underlying teaching of the subject in the Federal Re-

public of Germany, Ireland, Luxemburg or Portugal). Social Studies or Civics may also contribute to an education in economic awareness by dealing, for example, with themes such as the basic principles of the economic system, the role of the State in the economy, the rights and duties of citizens in the social and economic spheres (for examples see Denmark, Federal Republic of Germany, Spain, France and Ireland). It can also make sense to expand upon these aspects of an education in economic awareness by dealing with issues related to business management within the subject of Technology. This kind of approach, i.e. dividing the work-load between Social Science subjects and the subject of Technology, has been adopted in France and will be an integral part of the proposed education reform in Spain. In conclusion, it can be said that several countries have already taken considerable steps towards providing pupils with a basic education in economics on the basis of an interdisciplinary approach. However, in some countries only selected economic themes and concepts are dealt with, and this cannot be seen as amounting to a comprehensive education in economic awareness.

In the United Kingdom and in Ireland pupils traditionally have their first opportunity to specialise in Economics, and take the relevant examinations, whilst still in full-time compulsory education. In junior general secondary education schools (*mavo*) in the Netherlands, there is a similar possibility of focusing on Economics in the 9th and 10th school years. From the 9th school year upwards Belgium also offers pupils various options in this area. In all of the aforementioned, specialisation in this subject area is regarded as being the first stage in vocational training for a career in the business sector.

The range of subjects at upper secondary level (age groups 16 to 19) is determined by the character of education at this level in the respective country. Traditionally, there have been no schools in the Anglo-Saxon countries which provide a balanced, broadly-based general education at this level. Instead, pupils concentrate on a few subjects which are taught in greater depth. A whole range of economics-related subjects entailing a high degree of specialisation are normally available within this framework. Although in other EC countries, such as Belgium, Denmark and the Federal Republic of Germany, a wide range of subjects also allows for individual specialisation, there are requirements regarding the inclusion of certain subjects or fields. In all three of these countries courses in Economics are available at various levels. In Belgium there are various options, including an elementary course comprising 2 lessons a week; in Denmark, pupils may opt for either a 1 or 2 year course in Social Sciences where considerable attention is given to econom-

ics; and in the Federal Republic of Germany economic themes are included in basic-level and main-subject courses within the Social Sciences framework. In all of the remaining EC States (**Greece, Spain, France, Italy, Luxemburg,** the **Netherlands** and **Portugal**), upper secondary education is split into separate branches. In this case, the choice of subjects depends on the pupils' decision to opt for a specific branch, and not on any actual combination of courses they can choose. With the exception of Italy, where they are considering the introduction of an optional course in Economics, all countries have at least one branch where economics-related subjects may be focussed upon (as far as Spain is concerned, this will be the case once the Bachillerato has been reformed). Alongside branch-specific subjects, all pupils are also able to opt freely for Economics courses (except for Greece and Portugal). In two countries, France and Luxemburg, Economics is a compulsory subject in the general upper secondary education system. These are the only two EC countries which guarantee that all senior level students receive an education in economics within the framework of a separate subject. As far as the remaining countries are concerned, this is only provided within the framework of other subjects.

2. A comparison of subject matter and teaching objectives

A qualitative comparison is even more difficult to make than a comparison of the various types of course formats available. In reality, it is only possible to compare the teaching content and objectives of one country with those of another country providing that the scope and status of the subjects concerned do not differ too greatly from each other. For a global comparison, an abstract pattern which enables us to classify actual phenomena seems to be most suitable. To this end, a distinction is made between two different approaches which can form the basis of the teaching of this subject. It is then possible within this framework to illustrate the various national approaches and developments. A decision in favour of one or other of these two different approaches dictates the choice of subject matter and each approach is closely linked to certain objectives and didactic methods. However, it must be noted that in practice these two possibilities are not actually as incompatible as they may first appear to be. The first of these approaches may be termed the "applied" approach, and the second one the "theoretical" approach.

The "applied approach" to economic awareness takes the individual as its starting point, his roles and interests, and focuses on the following points: the management of private households; how to be a critical consumer; career orientation; an understanding of the working world and of the rights and duties of individuals in their capacity as employees and citizens. The objective of an education in economic awareness conceived in this way is to provide practical knowledge and skills, help in coping with life and preparation for adulthood. The objectives determine the methods used. Experience of the practical realities involved is considered indispensable, i.e. in the form of fact-finding visits to business enterprises or work experience and the involvement of experts from industry in schools, or in the form of lessons which aim at developing certain patterns of behaviour as opposed to simply conveying facts (projects or strategic games for example).

The "theoretical approach" to economic awareness takes the structures and processes of business and the economy as its point of departure, e.g. the functional relationships within a business enterprise, economic systems and economic mechanisms, economic and social policy, geographical and ecological aspects, and international relations. The aim pursued in providing an education in economics in this way is to give pupils a conceptual and theoretical background as well as an introduction to the principles of Business Management and Economics. The didactic methods are the same as those employed in other theoretically orientated subjects.

The following table illustrates the two different approaches which according to the research undertaken into the syllabuses of the EC countries represent the two basic trends in this field.

	Applied approach	Theoretical approach
CONTENT	- management of private households - consumer education - career orientation - an understanding of the working world - social and civic rights and duties	- functional relationships within a business enterprise - economic systems and economic mechanisms - economic and social policy - geographical and ecological aspects - international relations
AIMS	- practical knowledge and skills - help in coming to terms with life - preparation for the adult world	- conceptual and theoretical knowledge - introduction to Economics and Business Studies as academic disciplines
METHODS	- practical experience - teaching methods for practising certain types of behaviour	- classical teaching methods for conveying knowledge

Generally speaking, both of these concepts of economic understanding make sense used in the education system. They are both to a certain extent appropriate depending on the age-group involved and the interests and abilities of the pupils. There should, however, be no doubt regarding the importance of incorporating the applied approach into the education system.

In practice, these two approaches are covered to a varying extent in terms of the educational content and objectives in the schools of the individual EC countries. Countries in which education in economic awareness is predominantly based on the applied approach include **Denmark**, the **Federal Republic of Germany** and the **United Kingdom**. The aforementioned countries do also, however, incorporate other aspects relating to society as a whole. Courses which are more closely oriented towards the Social Sciences and Economics are provided in these countries at upper secondary level; to a certain extent, they are also offered to a small number of pupils in the final phase of the period of compulsory education. What is typical of these countries is the importance that they attach to the practical aspects of their lessons. Work experience and other forms of cooperation between schools and industry are widespread in these countries.

Trends in educational policy in the **Netherlands** seem to be moving in the direction of the situation described above as far as basic education in economics is concerned. Having said this, it must be noted that the opportunity of specialising in Economics and Business Management in senior secondary education will be retained. In **France**, the compulsory subject "Introduction to Social Science and Economics" (10th school year, i.e. first year of *lycée*) is an excellent example of how the applied approach may be successfully united with the theoretical approach. Pupils are prepared for this course on the basis of various teaching units at *collège* which have practical objectives. The possibility then exists for pupils to undertake a more in-depth study of the theoretical aspects relating to the subject matter in further courses in the *lycée*. Practical experience and cooperation with industry are being assigned more and more importance. The education reform in **Spain** shows a tendency towards including the various elements of the applied approach into compulsory education within the framework of Social Studies and Technology lessons. In **Ireland**, the practical aspects are selectively dealt with within the framework of various subjects; the more in-depth courses are vocational in character as opposed to theoretical.

In the remaining countries, an education in economics takes the form of the provi-

sion of a basic knowledge of socio-economic matters. An education in Civics is assigned great importance whereas other applied aspects are given less priority. This is the case in **Belgium** and **Portugal** and it is also true of the subject "Economics and Law" in **Italy** which it is planned to introduce. Out of all the countries, **Luxemburg** seems to have the most pronounced socio-theoretical appreciation of an education in economics. The more theoretical approach in Belgium and Luxemburg is also reflected in the in-depth senior level studies in this field.

In conclusion, it may be stated that, as far as an education in economics is concerned, the tendency within the framework of compulsory education in the EC States is to opt for the applied approach, leaving the in-depth theoretical studies in the hands of senior secondary education.

Economics as an Area of Study in General Education in the Member States of the European Community

Enquiry by the German EURYDICE information units towards a stock-taking of the situation

FOREWORD

The contribution of the school to the European Internal Market in 1992 was the object of a meeting of high officials from the education authorities of the EC member states from the 14th to the 16th June 1988 in Hannover. Expert opinions on the theme "Economics as an Area of Study in General Education" have shown how much the concept itself and the priority-rating accorded thereto differ from one EC member state to another. It has therefore been decided to run a quantitative and qualitative stock-taking on economic understanding as a subject in general education in the EC education information network EURYDICE.

First of all, the stock-taking shall provide a general overview of the current situation as regards instruction in the field of economics but, further, it shall enable comparative analysis of the theme. On this basis, the theme of education in economics shall be discussed again, at a later date at high official level so as to work out proposals for a more important role of economic understanding in the curriculum and for forms of cooperation between schools and business.

The questions hereunder highlight the various main aspects of the theme. The answers should not only provide information, but also outline problems and plans with bearing on the subject area of economics. The quotation of keywords (in brackets) after the various questions calls attention to the level of detail desired in order to facilitate comparison between the various contributions made by the EURYDICE national units.

I. THE CONCEPT OF THE SUBJECT AREA FROM THE NATIONAL VIEWPOINT

1. What do you understand by "Economics as an Area of Study in General Education"?
2. What concepts are prevalent in your country with regard to the treatment of economic topics as taught in general education?

II. THE OBJECTIVES OF ECONOMICS AS AN AREA OF STUDY

1. What objectives should be attained in the primary and secondary levels (e.g. preparing students for career choices, for their role as consumers, as gainfully employed people - employees, self-employed - and as citizens of the European Community)?

2. In which form are these objectives laid down (e.g. in Ministry of Education syllabuses and recommendations)?

III. COURSE-CONTENT OF ECONOMICS AS AN AREA OF STUDY

1. Please state details concerning the focal areas of education in economics according to school grade and/or type of school in the general education system.

2. Are topics grouped systematically into sets under specific headings (e.g. career guidance, job/business, home economics)?

3. What part does the aspect of the European dimension play in the treatment of economic questions in school lessons (e.g. questions of mobility and economic change with regard to the European Internal Market 1992, environmental problems and structural adjustment within the individual member states of the European Community)?

IV. ORGANISING ECONOMICS AS AN AREA OF STUDY

1. Stating the overall number of weekly lessons, what priority rating is accorded to this area of study by individual school grades and/or types (e.g. compulsory subject, optional subject, compulsory option subject, component of a subject)?

2. If the theme "Economics" is taught on an interdisciplinary basis, please state details in respect of the subjects and/or combination of subjects involved.

3. Does "Economics" belong to the final examination subjects at the end of compulsory schooling or senior secondary education with a higher education entrance qualification?

V. STRUCTURE AND METHODS OF INSTRUCTION

What methods do teachers use to help students attain academic goals and get the course-content across to their students (e.g. class projects, students work experience)?

VI. TEACHING MATERIALS

To which degree are questions of economics represented in the teaching materials (text books, audio-visual back-up)?

VII. COLLABORATION WITH PARTNERS OUTSIDE THE SCHOOL

What forms of collaboration exist with partners outside the school (e.g. business, economic associations, trade unions, institutions for career guidance) at local, regional, national and international level?

VIII. TEACHER TRAINING

1. Which higher education studies lead to teaching qualifications in the area of economics? Do teachers require specialised or related courses of studies (e.g. political science, social sciences)?
2. How are teachers prepared for their various teaching assignments in the study area of economics (e.g. by courses of in-service training establishments, contact and research seminars for teachers in business/industry, work experience)?

IX. COLLABORATION AT EUROPEAN LEVEL

With regard to which questions with a bearing on economics as a study area do you consider collaboration at European level as being desirable? What are your hopes and expectations as regards such collaboration?

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The Education Information Network in the European Community

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In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy (1).
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